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ABSTRACT

Based on the career guidance needs of rural youth and the problems of rural educational institutions in meeting these needs, a systematic approach for delivering a comprehensive career guidance system to students in rural and small schools was researched and developed by consortium effort. The objectives were accomplished by completing the following tasks: organize human and material resources; conduct national literature search; prepare state-of-the-art paper; produce a handbook on career guidance resources for rural schools; prepare a conceptual model and program design; develop a comprehensive K-14 placement, follow-up, and follow-through model; produce a comprehensive content and procedural system for placement, follow-up, and follow-through; produce a comprehensive content and procedural system based upon the conceptual model; develop a competency-based inservice training program; conduct project steering and national advisory committee meetings; develop a product utilization plan; and prepare quarterly reports, recommendations for future development, and a final report for USOE. The materials developed were reviewed and revised accordingly. This report of the project's activities includes (1) discussion of the development and review of sixteen documents which paralleled the project's objectives (listed above) and which involve aspects of a comprehensive program of guidance; (2) suggestions made for future consortium efforts; summary of five limiting effects on rural guidance programs; and rationale statements which underlie the project materials; and recommendations for future research and development. Appendixes contain various listings, forms, abstracts, correspondence, and feedback related to the project's completion. (BM)

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A Comprehensive Career Guidance, Counseling, Placement, Follow-up And Follow-Through System For Rural (Small) Schools

FINAL REPORT

BEST COPY AVAILABLE

Harry N. Drier
Project Director
(G007501-231)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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The Center for Vocational Education
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1960 Kenny Road
Columbus, Ohio 43210

May 1, 1977

CE 012 133

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The Center for Vocational Education intends to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs needs and outcomes
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

A Final Report
On A Project Conducted Under
Grant No. G007501231

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U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Foreword

Increasing demands for career guidance, counseling, placement, and follow-through programs in all our nation's schools present new challenges. Sensitivity to the career development needs of youth and adults and their unique community environments is essential. Working in a consortium, the Center for Vocational Education, The Ohio State University; Wisconsin Vocational Studies Center, University of Wisconsin, Madison; and Northern Michigan University have researched and developed a systematic approach for rural and small schools to use in delivering a comprehensive career guidance program for all students. This report includes copies of the sixteen separate documents which deal with each aspect of a comprehensive program of guidance.

The primary intent of this technical final report is to provide other researchers and program developers of guidance program products the procedural techniques and designs for both research and development. Furthermore, it provides recommendations to federal agencies, State Departments of Education, and regional or local educational agencies for further research, development, and technical service efforts in the area of rural school guidance programs.

Special appreciation is extended to the project's Advisory Committee and individuals in the State Departments of Education of Ohio, Michigan, and Wisconsin. these individuals gave freely of their time to help assure that this project was conducted in a timely and cost effective manner.

Robert E. Taylor, Director
Center for Vocational Education

TABLE OF CONTENTS

CHAPTER I

Introduction 1

CHAPTER II

Project Methodology and Procedures . . . 11

CHAPTER III

Results 39

CHAPTER IV

Project Summary 110

CHAPTER V

Recommendations for Future Guidance Research and Development Efforts 116

APPENDICES 125

APPENDICES

Page

APPENDIX A: Project Staff Listing 125

APPENDIX B: Steering Committee Members. 127

APPENDIX C: National Advisory Committee Members 128

APPENDIX D: Credibility Review Panel Members. 129

APPENDIX E: Work Flow Network 130

APPENDIX F: Project Work Network Requirements 131

APPENDIX G: 18 Month Project Progress Summary 136

APPENDIX H: Steering Committee Planning Form. 140

APPENDIX I: Abstract Review Procedures. 146

APPENDIX J: Materials Search and Review Procedural Guide. 149

APPENDIX K: Materials Search and Review In-service Guideline Procedures 162

APPENDIX L: National Search Materials (State Department of Education) 178

APPENDIX M: National Search Material (LEA). 181

APPENDIX N: (1) National Search Material (Commercial Firms). 185

(2) Rural Guidance Resource Handbook - Developmental Procedures. 187

APPENDIX O: Summer Workshop Agreement of Services . . . 198

APPENDIX P: List of Workshop Participants (Resource Assessment) 203

APPENDIX Q: List of Workshop Participants (Evaluation). 204

APPENDIX R: Agreement Letter - Evaluation Workshop. . . 205

Page

APPENDIX S: List of Workshop Participants (Guidance Practices). 207

APPENDIX T: List of Workshop Participants (Community Relations) 208

APPENDIX U: List of Workshop Participants (Staff Development) 209

APPENDIX V: Steering Committee Meetings (Agenda and Minutes). 210

APPENDIX W: National Workshop Participant List. 225

APPENDIX X: National Advisory Committee Meetings (Agenda and Minutes). 228

APPENDIX Y: National Workshop Agenda. 242

APPENDIX Z: (1) Feedback From National Workshop 244
(2) Handbook Dissemination Suggestions. . . . 251
(3) Rural Guidance Project Testimonial (National Workshop) 252
(4) Post Workshop Letters To State Departments of Education. 253

APPENDIX AA: Copyright Authorization 254

APPENDIX BB: Cost Recovery Justification 281

APPENDIX CC: Rural Guidance Project Credibility Review Handbook 283

APPENDIX DD: Guidelines for Utilization of Credibility Review Panel Data 302

CHAPTER I

Introduction

Although an overwhelming proportion of the population of the United States lives in sprawling urban areas, a substantial proportion, approximately forty million, lives in rural areas. Rural families are scattered in small villages, towns and hamlets, farms and ranches, hills and plains and valleys throughout the country. The combination of various factors specific to rural settings, such as geographic isolation, limited range of occupational exposure, declining job opportunities, and massive migration to urban centers in some regions, present unique problems in providing sound education and career guidance programs for rural youth.

The unique problems of career planning and implementation of plans by rural youth, in contrast to their urban counterparts, has been expounded upon by a number of observers such as Burchinal, Haller, and Taves (1962); DeBlassie and Ludeman (1973); Griessman and Densley (1970); Hoyt (1970); Kuvlesky (1970); Picou and Campbell (1975) and Warburton (1964).

Burchinal *et al.* (1962), in *Career Choice of Rural Youth in a Changing Society*, highlights career development problems of rural youth by stating that

> rural youth do not as frequently have the skills, training, value orientation, and personality characteristics necessary for

> original occupational selection and subsequent movement up the occupational ladder in comparison with urban youth. These differences result from differences in high school training, occupational information levels, educational and occupational aspiration levels, perferences among job and living conditions, and personality characteristics.
>
> With shifts in the occupational structure toward occupations demanding more education, higher skills, and longer training, rural youth face an increasingly competitive labor market (p. 24).

Griessman and Densley (1970), in their review of education for rural areas, point out that rural schools are more traditional and resistant to change than urban schools. They also remind us that rural schools often have to operate with limited financial, personnel, and facility resources. Many geographically isolated schools are too small to provide the kind of quality comprehensive program needed by their students. Griessman and Densley based upon their review, offered the following conclusions concerning the status of rural youth:

1. Students in rural areas have limited contact with the industrial world, and as a result, have a narrowed vision of vocational opportunities.
2. One-half of the rural schools do not have full-time guidance counselors.
3. Comprehensive guidance services are needed which emphasize occupational exploration and planning, placement, and follow-up of graduates.
4. Surveys have shown that rural youth do not want to migrate but are forced to for improved employment opportunities.[1]

---

[1] This finding pertaining to perferred place of residence and out migration is not a consistent finding, as suggested by Kuvlesky (1970). Apparently the desire to migrate varies by regions and is often a function of the total educational and employment climate of the region.

5. Programs should provide maximum individual involvement and personal development to enhance accurate self-concepts.

From a research study of the status projections of southern rural youth, Kuvlesky (1970) concluded that

> rural youth generally have very high job and educational aspirations and expectations... Rural youth predominantly prefer and to a large extent expect employment in professional or semi-professional and technical types of jobs...The vast majority of rural youth desire college level education and almost all desire at least formal vocational training or junior college after high school...Currently, evidence from both the South and Northwest indicates that few rural youth either desire or expect to farm (p. 6).

In an examination of the vocational guidance and placement problems of rural youth, Hoyt (170) has succinctly summarized the advantages and disadvantages for this population. He sees the advantages as follows:

1. Rural youth are more likely to have been exposed to and accepted the values of work-oriented society than are non-rural youth. They are more likely to come from homes having a work-oriented culture,...and to see work more as a way of life than...non-rural youth.

2. Rural youth are more likely to have had actual work experience than non-rural youth...To the extent this is true, they are more likely to have learned concepts related to worker dependability, punctuality, initiative, and perseverence than persons who have never worked.

3. Rural youth are more likely to be encouraged to become members of the work force than are non-rural youth. Such youth are growing up in a work-oriented society, and it is very difficult to escape notice...if one is a rural or small town youth (p. 13).

In the same paper, the following disadvantages to rural youth with respect to problems of vocational guidance and placement were listed by Hoyt:

> 1. Rural youth are less likely to have manpower programs of vocational training available to them than are non-rural youth.
>
> 2. Rural youth are less likely to have comprehensive programs of vocational education available to them in the elementary and secondary school... than are non-rural youth.
>
> 3. Rural youth are less likely to have opportunities for vocational try-out experiences through planned work-study programs...To the extent this is true, it is serious in terms of not only the opportunities for vocational exploration, but also in terms of contacts with possible employers.
>
> 4. Rural youth are less likely to have opportunities for differential kinds of specific course offerings in academic areas than are non-rural youth. The presence, for example, of several types of English courses is not uncommon in large city senior high schools, but it certainly is in most rural schools.
>
> 5. Rural youth are less likely to have opportunities to see the breadth of existing occupations in practice than are non-rural youth.
>
> 6. Rural youth are less likely to have opportunities for public post-high school occupational education available to them than are non-rural youth.
>
> 7. Rural youth are less likely to have facilities of the United States Training and Employment Service available to them than are non-rural youth (pp. 13-15).

It is Hoyt's contention that "to the extent rural youth report fewer problems than do urban youth (which has been found by several researchers to be the case), their problems are, in fact, greater (p. 15)."

Although the previous synopsis of the literature has briefly conveyed the difficulties rural youth face as they attempt to implement career planning and job-educational placement, it does not fully capture the entire scope of the rural problem. These difficulties include limited occupational exploration, insufficient training opportunities, inadequate occupational information, and restricted access to a larger spectrum of job opportunities. But, another major interacting dimension of the problem lies with the capacity of the rural educational institutions to deliver a comprehensive system of guidance, counseling, placement, and follow-through within their situational constraints. These constraints include factors of limited staff, geographic dispersion and isolation, inadequate facilities, the lack of research and development resources to develop a master plan, and the dearth of innovative guidance techniques tailored to fit the rural context. Several of the authors cited above have alluded to this problem, such as Griessman and Densley (1970) and Hoyt (1970), but their observations only partially describe the institutional capacity problem. The ERIC Clearinghouse on Rural Education and Small Schools has focused on the problem in considerable detail. In their monograph, Guidance Programs and Practices in Rural and Small Schools, DeBlassie and Ludeman (1973) place the urgency of the national rural schools problem in depressing perspective by saying

> Many publications exist on various approaches and techniques used by counselors and other school personnel in facilitating the decision-making, adjusting, and self-actualizing processes that pupils must of necessity consider. While the literature is replete with such publications, the vast majority of these textbooks and journals seem to focus on guidance services for urban and/or large school youth. An intensive literature search carried out by the authors produced only three textbooks which focused precisely on small school or rural youth: (1) Guidance Serivces in Smaller Schools by Clifford P. Froehlich 1950; (2) Stimulating Guidance in Rural Schools by Amber Arthur Warburton, 1964; and (3) Rural Poor Students and Guidance by Thomas J. Sweency, 1971.
>
> There appeared to be a need for a current document which dealt primarily with guidance programs and practices in small and rural schools. It was decided that this document should focus on (1) current guidance program models used in small rural schools, (2) a synthesis of the research findings in these schools, and (3) recommendations based on this synthesis which would benefit the guidance functionary or others involved in the guidance of small school and/or rural school youth. An added incentive for undertaking this work was that most small or rural school counselors typically have little opportunity to exchange ideas with other counselors or professionals and have little or no access to the means for professional growth, particularly in terms of what is happening in the field currently (pp. 1-2).

Warburton (1964) suggested ten obstacles that impede the development of effective guidance programs in many small and rural schools.

1. School board members, school administrators and teachers often do not understand the interrelation of a comprehensive guidance program with an effecitve educational program.

2. School board members and community officials and leaders are unable to command financial support for a comprehensive curriculum which is essential for the guidance services to function in behalf of the best development of the individual. Both the college bound and the non-college bound need to be served. The well-equipped industrial arts program is expensive and rarely found in the rural school.

3. Parents sometimes do not understand the importance of an education and their responsibility for encouraging children to attend school regularly. Children are at times kept home to do chores. The background of parents, low economic and social level of the family attended by poverty and remoteness of the home, often but not always, account for this attitude in the home.

4. Parents and pupils do not realize the importance of post-high school education or training for both those children with an without ability to profit from further academic courses.

5. Home visitation is essential if the school staff is to understand the problems of the individual boy or girl and to help in their solution. Distances of homes and the counselors' or teachers' lack of time and money often prevent the making of home calls.

6. Students are unable sometimes to participate in social and other extracurricular activities--designed to reduce delinquency by providing wholesome recreation and to help the individual overcome personal and social problems in preparation for a satisfying adulthood. Lack of transportation, duties at home, and rigid parent prejudice against these activities are sometimes the obstacles.

7. Funds are not available to aid students of low income homes to remain in school because they lack clothing, school fees, and the like. Also, needs of the family urge the pupil to seek work "to help out," particularly if he is having difficulties with school work.

8. Community-wide adult education and other activities to stimulate appreciation of the school and guidance program are not organized unless diligent and strong leadership is available.

9. Continuous school leadership with vision to organize, develop, and seek the means to solve the above problems are not often found in rural schools.

10. Turnover of administrators, teachers, and counselors is a serious problem in the rural school. The educational process of boys and girls needs continuity of effort.

As Warburton and others have pointed out, rural schools are faced with many obstacles in attempting to upgrade their career guidance programs to provide modernized delivery systems. We should not continue to overlook this substantial portion of Americans and write them off as a frustrating national dilemma. A clear mandate exists for assisting rural schools and it is imperative that viable career guidance, counseling, placement, and follow-through systems be developed which can be implemented by them.

Problem Statement

Providing career-relevant guidance, counseling, placement, and follow-through services to all students and youth of a school district is an important goal of an effective and useful community educational system. To achieve this goal, a comprehensive program, consistent with the needs and resources of the community, must be in operation. While much progress in approach and methodology has been achieved toward this goal in recent years, these systems have typically focused on large, highly-urbanized educational systems. Either average middle-class suburban communities or core inner-city student groups have provided the usual situational context for such systems. But forty-one percent of the nation's schools are in rural areas (National Education Association), where severe constraints exist on educational resources and where varied patterns of local values impinge on the design of comprehensive career guidance systems. The resources of individual State Departments of Education to adapt programs for rural and other small-school systems are generally limited by the need to concentrate on pressing issues involving the large-volume and high visibility urban areas.

To accommodate many different types of rural (small) school situations, no one guidance and placement procedure is likely ever to be completely satisfactory. Yet, it is likely that portions of many existing processes and materials might be considered useful and effective for most situations. Based upon the statement of the problem previously documented, this project took fully into account the uniqueness of rural schools, both in terms of the advantages and disadvantages of the small community. This development effort was characterized by building on the many positive elements that are attributed to the rural settings, and attempted to overcome the nature constraints of location, employment potential, citizenry composition, and available resources. To this end the delivery system allows for regional and local variance among rural schools and communities. It allows flexibility so that most any rural or small school may choose from an array of options that best meet its unique situation.

This project proposed a series of conceptual and content documents such as guidance, counseling, placement, and follow-through procedural guides; support resources, methods products, and in-service staff training guidelines which offer multiple benefits to school districts across the country.

CHAPTER II

Methodology and Procedures

The project's objectives were accomplished by conducting and completing fifteen major tasks. The tasks were as follows: (1) Organize human and material resources. (2) Conduct national literature search and review. (3) Prepare state of the art paper on career guidance, counseling, placement, follow-up, and follow-through in rural schools. (4) Produce a handbook on career guidance resources that can be used in rural schools. (5) Prepare conceptual model and program design for career guidance, counseling, placement, follow-up, and follow-through program. (6) Develop a comprehensive K-14 placement, follow-up, and follow-through model. (7) Produce a comprehensive content and procedural system for placement, follow-up, and follow-through. (8) Produce a comprehensive content and procedural system based upon the conceptual model. (9) Develop a competency-based in-service training program. (10) Conduct project steering committee meetings. (11) Conduct National Advisory Committee meetings. (12) Prepare quarterly reports for USOE. (13) Develop and submit special report to USOE concerning recommendations for future product development. (14) Prepare final report and submit to USOE. (15) Develop product utilization plan.

The procedures followed in performing these tasks are discussed in the following sections.

Task 1. Organize human and material resources needed to accomplish project objectives.

Because the project was a consortium effort among three agencies, (The Center for Vocational Education, Wisconsin Vocational Studies Center, Northern Michigan University), much time was taken at the initial stages to orient all staff members to the project. (See Appendix A for a list of project staff.) This orientation included general planning meetings involving all three agencies in which the project roles, functions, and responsibilities were developed and agreed upon by the agencies.

It was determined that a project Steering Committee and a National Advisory Committee be formed to assist in the management of the project. The Steering Committee was composed of individuals representing the grantee institutions. (See Appendix B for list of Steering Committee members.) The National Advisory Committee was made up of experts in the areas of education, guidance, and research and development. (See Appendix C for National Advisory Committee members.) This committee was formed since the project has a strong national impact potential and it was felt necessary to involve national leaders. (The activities of the Steering Committee and National Advisory Committee will be discussed in relation to tasks 10 and 11.)

Within each participating state, groups of rural administrators, teachers, counselors, students, and community representatives reviewed the project's materials to provide an assessment of their relevance and feasibility to the rural area. During the initial phases of the project, these 106 credibility review panel members were selected and oriented to the process in which they could be involved. (See Appendix D for a list of Credibility Review Panel Members.) Chapter III: Results, provides detailed information on the evaluation these reviewers provided.

Another activity completed under this task was the development of a project technical plan which set the framework for the project's activities. A summary of the activities outlined in the technical plan and conducted throughout the course of the project are depicted on in Appendix E, Work Flow Network; Appendix F, Project Work Network Requirements; and Appendix G, 18 Month Project Progress Summary.

Additionally the Steering Committee would quarterly update their production planning. Appendix H depicts an example of such planning.

Task 2. Conduct national literature search and review.

The project staff at The Center for Vocational Education initiated the literature search process. A computer search of ERIC and AIM/ARM for research and development efforts in the areas of rural guidance, counseling, placement, follow-up, and follow-through was conducted..

Some of the major descriptors used for the search included:

Rural Areas
Rural Dropouts
Rural Education
Rural Youth
Rural Environment
Rural Family
Rural Farm Residents
Small Schools
Rural Population
Rural Urban Differences
Rural Schools
Rural School System

Appropriate coordinate indexing descriptors (e.g., guidance and counseling) were keyed with the major terms. The computer search was conducted for materials with a publication date of 1973 or later. In addition, ERIC descriptor cards were screened by CVE staff to assess their relevance to the project effort. After this preliminary screening, approximately 1,000 descriptor cards were retained for further processing.

The AIM/ARM computer search resulted in approximately 600 abstracts of documents. These abstracts were then compared with the ERIC descriptor cards to check for duplication. A computer print-out of abstracts for the remaining descriptor cards was then obtained.

All abstracts were then reviewed by CVE staff according to a very carefully developed Abstract Review Procedure, Appendix I, to determine their relevance to the major areas addressed by the project. The abstracts were then forwarded on to the consortium agency responsible for developing materials in the assigned areas. At this point, the agencies determined which documents to obtain and use in their developmental efforts. Each agency used the Literature and Materials Search and Review Procedural Guide Appendix J, and the In-service Guidelines in this developmental effort as seen in Appendix K.

Task 3. Prepare state of the art paper on career guidance, counseling, placement, follow-up, and follow-through in rural schools.

The three grantee agencies cooperated in the development of the state of the art paper. The purpose of the document was to identify, review, and synthesize what is known about the present conditions of existing career guidance programs in rural schools and communities.

The hypothesis developed for this study was that students living in rural settings are restricted in their career development by such factors as, (1) geographic isolation, (2) limited range of occupational role model exposures, (3) declining job and leisure opportunities, (4) migration of rural community population to urban areas, (5) lack of in-residence trained guidance staff, (6) insufficient resources and facilities, and (7) lack of financial support to solve their indigenous problems. These limiting characteristics could result in rural students having unique career planning and preparation problems in contrast to their urban counterparts.

The information presented in the state of the art paper was obtained from the documents secured through the literature search described in Task 2. Each grantee agency developed summaries for portions of the paper. The Center for Vocational Education was responsible for summaries on (1) characteristics of rural homes, (2) characteristics of rural schools, (3) characteristics of rural communities, (4) career guidance program planning-implementation, (5) career guidance program goals and objectives, (6) career guidance practices for home, school, and community, and (7) staff development. The Wisconsin Vocational Studies Center wrote summaries on (1) assessment for guidance, (2) resource assessment, (3) methods assessment, (4) placement services for rural youth, and (5) evaluation. Northern Michigan University provided summaries on (1) rural attitudes and values, and (2) community relations and involvement. The materials were then reviewed, edited, and finalized. The State of the Art Review A Comprehensive Review of the Strengths and Limitations of the Rural Home, School, and Community for Improved Career Guidance Programs was the result of this task. This document was used as a reference base for the development of the remaining handbooks.

Task 4. Produce a handbook on career guidance resources that can be used in rural schools.

The Center for Vocational Education was the primary agency responsible for developing Career Guidance Resources: A Handbook of Resource Abstracts - Grades K-14. A vast search was conducted to determine career development materials that could be used by rural school personnel. An initial search was conducted with the State Directors of Vocational Education, State Directors of Career Education, State Directors of Guidance, and State RCU Directors. These persons in all fifty states were requested to provide (1) career development materials which their states had developed for use in rural schools and (2) a list of the names of ten rural school districts which had developed career guidance materials. A copy of the survey which was sent to these people is provided in Appendix L. The 202 identified rural school districts were then contacted with a request to provide their locally developed materials. (See Appendix M for a copy of the letter used)

Commercial firms were also requested to provide information on career development materials which they felt applied to the rural schools. The 350 publishers contacted were asked to provide information on materials publishers since 1965 and costing less than $75. The cost figure was provided since the project staff felt all materials represented in the handbook should be within the financial range of the rural district. (See Appendix N (1) for a copy of the letter.) Firms that responded from our mailing list and materials used in this effort can be found on pp. 301-310 of this particular handbook.

Approximately 200 agencies or individuals responded to the above requests with usable information or materials.

There were various other sources of information for the handbook. These included commercial publishers who have exhibits at the 1976 Annual American Personnel and Guidance Association Convention; the libraries of The Center for Vocational Education, The Wisconsin Vocational Studies Center, and Northern Michigan University; and Career Tests and Resources by Jim Brown of The Office of San Diego (California) County Superintendent of Schools. The project director at CVE made an agreement with the Office of the San Diego County Superintendent of Schools, San Diego, California to produce, in part or full, approximately 100 abstracts from a document they developed entitled Career Tests and Resources. In exchange for our use of these abstracts, San Diego County has the opportunity to preproduce the abstracts in Career Guidance Resources.

All of the usable information received was abstracted by project staff. Standard abstracting procedures were followed as outlined in ERIC Processing Guide. As the materials were abstracted, they were categorized according to the various aspects of a career guidance program. This included age level, special populations, content, and process areas. The content and process areas were the basis for the organization of the abstracts within the handbook.

Because of the vast amount of material in the handbook, three indexes were developed. The main index is a cross reference of the abstracts. The other two indexes provide a publishers reference and an alphabetical listing of titles of abstracted materials.

After the abstracts were completed they were reviewed twice. During the first review staff at the three grantee agencies evaluated the materials. The second review was conducted by the credibility review panel members and the national advisory committee (See Chapter III - Results for more detailed information.)

The handbook was revised and edited based upon the reviews. The procedures used in achieving this scope of work are outlined in the Rural Guidance Handbook - Developmental Procedures, Appendix N (2).

Task 5. Prepare conceptual model and program design for career guidance, counseling, placement, follow-up, and follow-through program.

The Life Role Development Model was a cooperative effort among the three grantee agencies. Much development was accomplished through workshop meetings.

Task 6. Develop a comprehensive K-14 placement, follow-up, and follow-through model. (See Task 8)

Task 7. Produce a comprehensive content and procedural system for placement, follow-up, and follow-through. (See Task 8)

Task 8. Produce a comprehensive content and procedural system based upon the conceptual model.

The handbooks which reflect the comprehensive content and procedural system for a career guidance program are Planning and Implementation, Career Development Needs Assessment, Behavioral Objectives, Resource Assessment, Evaluating Outcomes, Career Guidance Practices, Career Counseling in the Rural School, Desk Reference: Facilitating Career Counseling and Placement, Individualized Approach to Career Counseling and Placement, Community Relations and Involvement, Rural Community Perspectives Toward Career Development, and Transititional Placement.

The following discussion will deal with the development of each handbook separately. The review data is provided in Chapter III.

Planning and Implementation

This handbook was developed by project staff at CVE. The handbook was developed because staff felt there was a need to provide program planners with ideas on how to overcome the complexities and difficulties of planning in a systematic manner. Planning is especially important in rural schools because resources, particularly financial ones are limited. However, parental and community interest in and willingness to support the school program are widespread. The procedures described in this handbook provide a framework which will enable rural educators to take advantage of the richness of these human resources. The handbook serves as the frame of reference for using the other handbooks in the program development process.

The handbook was developed by a writing team at CVE. The three members of the team received continual advice and input from other project staff members during the course of development. The review was completed by the credibility review panels and the National Advisory Committee. Using the information received during the review, project staff revised the handbook and prepared it for camera ready typing.

Career Development Needs Assessment

CVE staff had the major responsibility for developing this handbook which provides detail on how to conduct a needs assessment. This handbook offers a set of practical procedures for rural educators to use in (1) determining the career development needs of youth, (2) determining a set of prioritized guidance programs for their school, and (3) gaining advice from the community concerning the school's responsibility in meeting the needs of youth. This document was developed with the assistance of a consultant, Dr. Arland Benson from Roseville Area Schools, St. Paul, Minnesota. Dr. Benson was brought into The Center for a one day workshop during which time the outline for the handbook was developed. His major responsibility was to generate the career development needs assessment instrument and provided input to project staff on other portions of the handbook.

Two project staff members took the responsibility of developing the remainder of the handbook. The handbook was sent out for review to the creditibility review panels and The National Advisory Committee. After review data was analyzed, the handbook was revised by project staff and prepared for camera ready type.

Behavioral Objectives

This document was developed at CVE. The development and utilization of local data-based behavioral objectives have been widely recognized as key in any effort expected to result in significant educational change. This handbook is a response to the need for direction in career guidance program planning especially at the local rural school district level, and provides procedures on how to develop behavioral objectives. A major feature of the document is a self-instructional manual on writing behavioral objectives. This manual is an abridged edition of the Career Planning Support System's Manual for Writing Behavioral Objectives developed at The Center for Vocational Education, The Ohio State University, under contract with the National Institute of Education.

The handbook was developed by a three person writing team, reviewed by the credibility review panels, revised based upon the review, and prepared for camera ready typing.

Resource Assessment

Rural educators may often have limited time and finances with which to conduct a career guidance program. With these constraints in mind, an attempt has been made in this handbook to construct an effective low cost, cooperative method for helping rural educators become aware of the resources available to them.

Procedures and materials for assessing, coordinating, and using career guidance resources in a variety of rural school situations are provided in this document.

The handbook was developed by CVE in cooperation with the Tri-County Career Development Program in Nelsonville, Ohio. The Center had a no cost sub-contract with Tri-County Joint Vocational School to assist in the review and revision of this and two other documents. (See Appendix O for a copy of the Agreement of Services.) A six day workshop was conducted for the review and revision of the handbook. Nine rural educators, (teachers and career education coordinators) were involved in this workshop which was led by four project staff members. (See Appendix p for list of participants) The participants, working in a small group format, provided valuable insights into a feasible way of assessing and using local resources in the rural area.

After the workshop was completed, two project staff members refined the materials developed. The materials were reviewed by the credibility review panels, workshop participants, and The National Advisory Committee. The handbook was revised based on review data and prepared for camera ready type.

Deciding Via Evaluation

The purpose of this handbook is to assist the user in (1) gaining a general perspective of evaluation, (2) developing a program plan, (3) implementing the evaluation plan,

(4) reporting the evaluation findings, and (5) planning future programs based upon the findings.

This handbook was developed by CVE project staff and reviewed and revised by the eight career education coordinators of the Tri-County Career Development Program, Nelsonville, Ohio in a workshop. (See Appendix Q for list of participants) This cooperative effort was a part of a second agreement with Tri-County Joint Vocational School. (See Appendix R.)

Three project staff members worked with the career education coordinators for three days. During this time the project staff members received input from the coordinators on the type of evaluation handbook that would be useful to them. This input was reflected in the final handbook.

The handbook was reviewed by the Director of the Evaluation Division at The Center for Vocational Education. Final revisions and editing were accomplished based upon his input.

Career Guidance Practices

The family, the school, and the community all have a great influence on the career developmental of rural youth. This document provides procedures for career guidance practices that are appropriate for the rural home, school, and community environments.

This handbook was developed by CVE in cooperation with the Tri-County Career Development Program. (See Appendix O for the agreement.) A six day developmental workshop was conducted by five project staff members and attended by twenty-two rural school personnel, (teachers, counselors, administrators, and career education coordinators). (See Appendix S for list of participants.) The workshop participants divided into three small groups and developed career oriented activities that centered around the home, school and community.

After the completion of the workshop, the project staff compiled the activities and wrote introductory material. The handbook was then reviewed by the credibility review panels, the workshop participants, and the National Advisory Committee. Project staff revised the handbook based upon the evaluation provided by the review process and prepared it for camera ready type.

Career Counseling in the Rural School

Career Counseling in the Rural School attempts to provide both content and process for delivery of individual counseling to each student. It focuses on the ongoing services the rural counselor can provide programmatically. It starts with a goal statement and shows how each of the services interrelate. It also accounts for the time and resource constraints which the rural counselor faces.

While the career counseling component is distinct from the group component (systems approach), it necessarily relates to it. The group program focuses on provision of developmental experiences for overall curricular infusion. The career counseling component focuses on the ongoing activities of the counselor in working with the unique developmental needs of each student.

Transitional Career Placement in The Rural School

This handbook describes a variety of school-based activities designed to assist students accomplish that aspect of their career transition related to locating, securing, developing, maintaining, and evaluating their selected career objectives.

The placement process is approached from both a programmatic and individual student point of view. The programmatic component stresses providing activities, services, and resources that have the potential for benefiting all students. The individual component stresses ways of meeting each student's unique placement needs. Each element of the placement program includes both student activities and school/community activities. Suggestions are also included for staffing a placement program, selecting program objectives and evaluating the school's effort in placement.

Desk References: Facilitating Career Counseling and Placement

This desk reference is designed to accompany the career counseling and placement volumes. It contains sections on (1) using career information, (2) sources of career information, (3) career filing systems, (4) summary of individual inventories, (5) bibliography on counseling and counseling methods, (6) career planning and placement resources, (7) placement records, and (8) an index of exemplary placement programs.

Individualized Approach to Career Counseling and Placement

This handbook describes how career counseling is a combination of the systems approach and one-to-one counseling to meet students' idiosyncratic needs. Using a programmatic method, the counselor collects, coordinates, and refers information to the student and to others who can facilitate his/her development. The handbook also describes a model for the counselor to help students make the transitional role change from school to their first career option.

Community Relations and Involvement

The problem of community relationships appears to be the identification and implementation of a workable system valid for rural career guidance programs. The orientation of this handbook is to promote a systematic approach to rural school-community cooperation. This orientation involves community relations and community involvement.

This handbook was developed by NMU and CVE staff in cooperation with the Tri-County Career Development Program (See Appendix O for the agreement). Nine rural school personnel (teachers and career education coordinators) participated in a four day developmental workshop. (See Appendix T for list of participants.) This workshop was conducted by the project director from NMU and two project staff members from CVE. Participants in the workshop provided insights concerning a rationale for school-community cooperation, strategies for school-community cooperation, and evaluating community relations and involvement in the rural school.

After the workshop two project staff members compiled the ideas provided by the workshop participants together with previously prepared material. The handbook was then reviewed by credibility review panel members, the workshop participants, and National Advisory Committee members. The handbook was revised based upon the review, and prepared for camera ready type.

Rural Community Perspectives Toward Career Development

This handbook was developed primarily as a result of research of the literature. This research resulted in the innovative orientation of attacking adult values; namely, school staff, parents, and employers. Because of this orientation no input was sought from rural practitioners.

Guidance, additional references, and rewriting assistance to the author, the project director an NMU, were obtained from CVE staff and Dr. Joseph Quaranta, Chairman Department of Guidance and Counseling, The Ohio State University. A consultation workshop was held at CVE on February 29 to March 5, 1976 to provide input to the author.

After the workshop the handbook was compiled by project staff on site at NMU. The handbook was reviewed by the Credibility Review Panels. The suggestions received from the panels were used by the project directors of NMU and CVE in revision of the handbook. It was then prepared for camera ready typing.

Task 9. Develop a competency-based in-service training program.

The ongoing preparation of staff members (teachers, counselors, parents, community members, and students) for their expanded roles and responsibilities is vital to the success of a career guidance program. Staff development is key to any effort designed to effect program change.

The staff development handbook was developed in response to the need for direction in planning and conducting in-service programs. Guidelines for in-service activities are provided. There is also a sample in-service activity involving students and a list of competencies individuals involved in a career guidance program should possess. The handbook was developed by CVE in cooperation with the Tri-County Career Development Program (See Appendix R for the agreement). Eight career education coordinators and three CVE staff members were involved in a review and revision workshop (See Appendix U for list of participants). The nearly completed handbook was reviewed in the workshop and suggestions for revisions were made. Also, during the workshop, the participants provided structure for a sample in-service activity.

The information received from the workshop was compiled by two project staff members. The handbook wan then prepared for camera ready typing. It did not go through the credibility review panels since the workshop participants provided an indepth review of the document.

Task 10. Conduct project Steering Committee meetings.

As mentioned in Task 1, a project Steering Committee was formed to assist in the overall management of the project. During the course of the project, the committee met five times.

September 23-26, 1975 at Columbus, Ohio
November 13-14, 1975 at Green Bay, Wisconsin

February 9-11, 1976 at Washington, D.C.

April 12, 1976 at Chicago, Illinois

June 2-3, 1976 at Madison, Wisconsin

The main purpose of having Steering Committee meetings was so that individuals representing the three grantee agencies could meet and discuss the progress and problems of the project. Appendix V contains sample minutes of two of the five meetings.

Task 11. Conduct National Advisory Committee Meetings.

As mentioned in Task 1, a National Advisory Committee was appointed to provide advice to project staff members. The five members represented state superintendents of education, local rural school superintendents, counselor educators, and experts in the field of rural education. Each of the consortium states had at least one representative on the committee. The committee met three times during the project.

September 26, 1975 at Columbus, Ohio

June 3, 1976 at Madison, Wisconsin

December 8, 1976 at Houston, Texas

Appendix R contains the minutes of the three meetings.

Task 12. Prepare quarterly reports for USOE.

Four quarterly reports and one annual report were prepared and submitted to USOE according to the requirements outlined in Preparing Research Reports for the U.S. Office of Education, December 1970. Each grantee agency was required to submit quarterly and annual reports.

The procedure which was followed specified that the project director at CVE was to develop a draft of each report with written input from the other grantee agencies. The draft was then reviewed by the project directors at the other grantee agencies, revision suggestions made and then finalized. Each agency was responsible for submitting the reports to USOE. All reports were shared with the projects National Advisory Committee as a means of communication.

Task 13. Develop and submit special report to USOE concerning recommendations for future product development.

Portions of the final report and the executive summary contain recommendations for future product development. The State of the Art Review Handbook, minutes of National Advisory Committee meetings and the evaluation report of the National Workshop also contain recommendations that will be useful to the U.S. Office of Education.

Task 14. Prepare final report and submit to USOE.

This final report is viewed as a technical report of the major events, procedural designs and plans and guidelines used in conducting this consortium effort. It was developed as a non publishable comparison document to the sixteen handbooks that are being distributed at The Center for Vocational Education.

The final report was developed by The Center for Vocational Education because most of the project documentation is stored at this facility. The author carefully analyzed all project documentations and selected the most important data for use.

In this way the final report can serve as a historical tracing of the procedures a national three agency consortium utilized to complete successfully an extremely large and difficult research and development effort.

Task 15. Develop product utilization plan.

Prior to developing a product utilization plan, there was a need to discover the potential interest in the field. This was achieved through various means.

An initial activity of the project was to develop a project brochure. This brochure provided an overview of the project and names and addresses for further information. As a result of the brochure and other promotional activities, a list of 427 names of interested individuals was developed. Their letters of interest are on file at The Center for Vocational Education. All letters of inquiry were answered by one of the three consortium agencies within one month after receipt and a second mailing included a final product marketing brochure and a letter containing information concerning possible technical service available by the developing agencies.

Project staff were involved in a number of national and state presentations during the course of the project as follows:

Presentation Setting	Approximate Number of Participants
1. 1976 American Vocational Association National Convention, Houston, TX	
a. Regular Sectional Meeting	18 persons
b. National Conference Project	27 persons

	Presentation Setting	Approximate Number of Participants
2.	1976 American Personnel and Guidance Association, National Convention, Chicago, IL	20 persons
3.	1977 American Personnel and Guidance Association, National Convention, Chicago, IL	18 persons
4.	1976 Second Annual Career Education Forum, Washington D.C.	52 persons
5.	1977, Third Annual Career Education Forum, San Francisco, CA	14 persons
6.	1976 Rural Sociological Association Convention, New York, NY	28 persons
7.	1977 National Career Education Convention, Houston, TX	15 persons
8.	1976 Ohio Personnel and Guidance Conference, Columbus, OH	20 persons
9.	1976 Ohio Education Association Conference, Columbus, OH	28 persons
10.	1977 Ohio Vocational Education Association Conference, Columbus, OH	25 persons
11.	1977 Illinois Rural Education Committee, Special Called Meeting, Carbondale, IL	42 persons

Presentation Setting	Approximate Number of Participants
12. 1976 Michigan Career Education Coordinators Meeting, Marquette, MI	25 persons
13. 1977 Rural Career Education National Communication Network Project Conference, St. Louis, MO	30 persons
14. 1977 Special Meeting for Representatives of 9 African Countries, Columbus, Ohio	12 persons
15. 1977 Special Meeting for International Labor Organization, Washington, D.C.	2 persons
16. 1977 The Center for Vocational Education, Ohio State Department of Education and Ohio State University Staff Meeting, Columbus, OH	80 persons
17. 1977 Florida State Department of Education, Special Rural Guidance Project Called Statewide Meeting, Orlando, FA	85 persons
18. 1976-1977 Thirteen Small Meetings With Special Visiting Groups to The Center for Vocational Education	110 persons
19. 1977 Rural Guidance Project Workshop Marquette, Michigan	40 persons

	Presentation Setting	Approximate Number of Participants
20.	1977 4th Annual Counselor-Administrator Conference, Angelo State University, San Angelo, TX	130 persons
	Approximate Total	820 persons

Also during the project period numerous promotional articles appeared in various education and rural sociological journals and newsletters. The following represents a list of the types of articles and the number of persons receiving them:

	Promotional Material	Approximate Number of Readers
1.	Two Small Articles in the American Vocational Journal (1976-1977)	120,000
2.	A.V.A. Guidance Division Newsletter (1976)	32,000
3.	Three Centergram Articles 1 in 1976 and 2 in 1977	27,000
4.	Article in the Cashmere School District National Rural School Newsletter (1977)	3,500
5.	1977 Evaluation and Rural Development Newsletter	1,000
	Totals 8 Articles	183,500 persons

A major dissemination activity was the national workshop which was held December 9, 1976 in Houston, Texas. The purpose of this workshop was to expose individuals in the fifty state Departments of Education to the project's materials. The state supervisors of guidance in the fifty states and seven territories were invited to attend a day long workshop which took place at the conclusion of the American Vocational Association Convention. Twenty-three individuals attended (See Appendix W for a list of participants). During the course of the program, participants received an overview of the project's materials and provided input on how the materials might be disseminated and used in their states. (See Appendix X for workshop agenda.) Appendix Y provides feedback information from the participants concerning the workshop, the materials and possible use of the materials in their states, in-service assistance needs and how this distribution and in-service might be funded. Appendix Z (2) is a list of dissemination ideas that were offered by the national workshop participants. Appendix Z (3) in-service assistance needs is a copy of one National Advisory Committee Testimonial given at the National Conference and Appendix z (4) is the letter sent out to each of the 50 states and 7 territories accompaning their project funded free set of materials and fifty marketing brochures. The marketing brochure is not contained in this report but rather included with the set of Rural Guidance Handbooks for better USOE utilization.

The product utilization plan which was initially developed is included in the HEW Request for Copyright Authorization, Appendix AA. After two months of study and discussions with potential commerical firms the decision was made to disseminate the rural guidance materials through The Center for Vocational Education cost recovery system. Appendix BB provides some of the rationale used in this decision.

Presently The Centers cost recovery product distribution plan includes the following actions:

1. Print for sale 1000 copies of each project handbook and four binders to hold in the proper place each handbook.
2. Develop and print 18,000 multi colored marketing brochures to 8,000 rural schools, 3,000 counselor education institutions, 50 state department of education, 1000 intermediate educational service agencies, plus numerous other small groups.
3. Develop and have published short article on the product in journals and newsletters.
4. Write a special letter to each state guidance supervisor and career education coordinator announcing the availability of the products and provide them with 50 marketing brochures each. Additionally, we will be communicating the interest and Center capacity to provide on a cost recovery basis technical service on the Rural Guidance Project.

5. Send one free set of all the rural guidance materials to the 57 state and territory departments of education.
6. Conduct an invitational cost recovery rural guidance workshop for the State of Ohio in September or October, 1977.
7. Send copies of marketing brochures to national project directors who might benefit from the materials use.
8. Have materials and brochures on display at National Association Conventions, State Guidance and Counseling Conventions, and a number of National Conferences held under the direction of The Center for Vocational Education, Columbus, Ohio, The Wisconsin Center for Vocational Studies, Madison, Wisconsin, and Northern Michigan University, Marquette, Michigan.
9. Northern Michigan University is printing and distributing over 100 sets of the Rural Guidance Materials for distribution to the 70 school districts in the Upper Peninsula, 10 counselor education departments, and other educational leaders.
10. The Center for Vocational Education will have on display in two locations for the next year the products of the Rural Guidance Project.
11. The Center for Vocational Education will send 500 copies of the marketing brochure to the Rural Career Education Communication project director for national distribution.

CHAPTER III

Results

Overview

The developmental effort included the review of the materials by 106 credibility review panel members. These individuals were rural administrators, counselors, teachers, students, parents, and community representatives in Michigan, Ohio, and Wisconsin (See Appendix D for a list of the members.) The implementation of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. The panels were a critical element of the formative evaluation. An active review of processes and materials in all aspects of the project were obtained by using the panel review team concept. Appendix CC contains the Rural Guidance Project Credibility Review Handbook which describes in detail the procedures employed with the review panels. Additionally Appendix DD describes the procedures each consortium agency used in organizing and utilizing credibility review panel data.

In addition to the panel review, five of the handbooks were assessed by individuals involved in the developmental workshops conducted in cooperation with the Tri-County Career Development Program, Nelsonville, Ohio.

This portion of the report will present the data received from the credibility review panels and how project staff utilized the data. The review of each handbook is presented separately. If a handbook was not reviewed by the panels, a detailed explanation of how it was reviewed and why is presented.

State of the Art Review

Because of the research nature of this handbook it was determined that our credibility review panel was not the appropriate group to provide a professional review. As an alternative mode of review, the handbook was reviewed by 13 project staff, 6 National Advisory Committee members, and 10 professionals who served as non-paid consultants.

In summary this comprehensive literature review offers insights into the unique characteristics of the rural home, school, and community. It also analyzes the manner in which these characteristics impact on the career development needs of rural youth.

An in-depth review of the literature supported the hypothesis that students living in rural areas have limited career development opportunities. This condition is due primarily to the severe lack of financial and physical resources. In addition, the problem is compounded by the following characteristics of the rural setting: (1) lack of broadly representative role models for rural youth, (2) geographic isolation of many rural schools, (3) declining job opportunities, and (4) lack of sufficient number of qualified guidance staff.

This review revealed a tremendous strength in the availability of human resources which can be used to great advantage in planning comprehensive career guidance programs for rural schools. Planning the implementation of such a comprehensive program can best be accomplished by involving the community as well as the school staff in an ongoing effort.

The study of the literature disclosed a large number of models for career guidance program development, but none specifically tailored to the needs of rural communities. This State of the Art highlights the essential components of a systematic approach to program planning and implementation. However, the need still exists for a model and detailed procedures for developing a comprehensive career guidance program in rural settings. This need was addressed by the Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural Schools which has been developed in light of the findings of this paper presents. This entire developmental effort constitutes the Rural America Series.

Life Role Developmental Model

The life role model was reviewed in part by the credibility review panel members during their initial orientation meetings (1975-76). This handbook was conceptualized following an extensive literature and material review including 120 models and guidelines from local schools, universities, and state and national developmental efforts. Two nationally known consultants assisted 10 project staff in the development and review of this document. The primary reason that the life role model was not sent to our credibility panel review members is that there was sufficient evidence through the state and federal models that we were using that its contents represented the conscientious thinking of thousands of guidance leaders throughout the country.

Career Guidance Resources

The first complete draft of this handbook was sent to a select number (50) of credibility review panel members during the month of June 1976. Only administrators, teachers and counselors were asked to react because it was determined that community members and students had no reference point by which to review and react. Of the 50 panel members questioned thirty-one or 61% of them responded with extremely helpful advise.

The following chart presents the questions concerning the specific content of Career Guidance Practices and how the panel members responded to each question.

CAREER GUIDANCE RESOURCES

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The Abstract Index is usable Comment: It would help if the index could indicate what is on a specific page, you only know after you have read all the material. More direction is needed to find resource abstract. This is satisfactory. It gives a quick reference for the proper abstracts.	12 (39%)	14 (46%)	3 (9.9%)	0	0	2 (6%)
2. The organization of the abstracts is logical Comment: Gives a quick reference for a particular area.	10 (30%)	20 (65%)	0	0	0	1 (3%)

CARGEER GUIDANCE RESOURCES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
3. The abstracts contain sufficient information for you to make decisions concerning their future purchase and use. Comments: Contains all necessary information Cost will be a factor I would prefer to view them before purchase	9 (29%)	18 (58%)	2 (6%)	1 (3%)	0	1 (3%)
4. The volume of abstracts is appropriate. Comment: What is "Appropriate"? It appears there is an adequate variety so that one could certainly find something to meet the needs.	8 (26%)	18 (58%)	3 (9%)	1 (3%)	0	1 (3%)

CAREER GUIDANCE RESOURCES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
5. The placement of identifying numbers of abstracts with the list of publishers is helpful. Comments: Will eliminate mistakes in ordering and saves time. Makes them easier to locate. This area could be improved.	12 (39%)	18 (58%)	0	0	0	1 (3%)
6. The index which lists the titles of the materials and the identifying number of the abstract is helpful. Comments: Difficult to evaluate until use of the handbook would be initiated. Saves people alot of time. Good idea.	10 (32%)	19 (61%)	2 (6%)	0	0	1 (3%)

CAREER GUIDANCE RESOURCES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Responses
7. The abstracts are pertinent to the field of guidance and counseling. Comments: To the best of my judgement, they seem well suited.	14 (45%)	16 (51%)	0	0	0	1 (3%)
8. The abstracts are representative of the major efforts in career guidance at the present time. Comments: It is difficult to determine if the abstracts are representative of available material. The comprehensiveness of the abstracts does indicate a broad and through coverage. To my knowledge, a section listing materials by subject area would be helpful. Our teachers feel this is impor-	8 (26%)	20 (65%)	2 (6%)	0	0	1 (3%)

The major revision suggestions made were to (1) simplify the index, (2) simplify the introduction, (3) add section of free materials, (4) use different colored paper for each section, (5) place on the upper right hand corner of each page the numbers of the abstracts on that page (i.e., a1-a3, a4-a6. . . i25-i28, etc.) to make abstracts easier to find, (6) list abstracts by subject matter, and (7) develop a more indepth table of contents.

Suggestions 1, 2, 5, and 7 were followed. Suggestion 3 was not followed since abstracts on free materials were incorporated with the other abstracts. Suggestion 4 will be given to the publishing firm that produces the materials. Suggestion 6 was not followed because the developers felt the best division for the abstracts was by the content and process areas of the program.

Career Development Needs Assessment

The handbook was sent to all 106 credibility review panel members during the month of May 1976. Sixty-two (58%) individuals returned their completed evaluation forms.

The educators were requested to react to the entire document; students were asked to examine the issues and guidelines for conducting a needs assessment; and community representatives were to respond to the introduction and application sections.

The following chart presents the questions concerning the specific content of Career Development Needs Assessment and how the panel members responded to each question.

59-60

The suggestions made for revision included to:

1. Reduce the length of the handbook.
2. Reduce the length of questionnaire.
3. Simplify the language.
4. Have more of an emphasis on the home and parent involvement.
5. Simplify the statistics.

These suggestions were taken into consideration by the revisors.

CAREER DEVELOPMENT NEEDS ASSESSMENT

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The simulated school community (Green Valley Local) provided a realistic and acceptable frame of reference for the needs assessment process. Comments: There could have been more cases cited that would have illustrated different samples. Good way to do it. Understandable, not necessarily functional.	9 (15%)	43 (69%)	6 (10%)	0	0	4 (6%)
2. The detachable forms will be useful to anyone conducting a needs assessment. Comments: Some schools may like to change some forms, but it could be easily done. Some may be over sophisticated for rural application. Very useful and handy to use .	11 (18%)	36 (58%)	8 (13%)	2 (3%)	0	5 (8%)

CAREER DEVELOPMENT NEEDS ASSESSMENT (Continued)

Questions	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree	No Response
3. The sub goals presented were clear and assist the reader in understanding the needs assessment process. Comments: Too technical. They gave a general idea on examples but the real reason for them was unclear. Also helped to clarify main goals.	13 (21%)	30 (48%)	9 (15%)	7 (19%)	0	3 (5%)
4. The goals and sub goals presented in this handbook are presented in a manner which clearly shows them as examples to be followed and in no way leaves the reader with the impression that they are the only goals and sub goals a school system should incorporate in their program. Comments: True, the book leaves open the idea that a wise decision would be to incorporate more ideas if	10 (16%)	44 (71%)	4 (6%)	0 (0%)	0 (0%)	4 (6%)

CAREER DEVELOPMENT NEEDS ASSESSMENT (Continued)

Questions	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree	No Response
Good layout and organization of goals and sub goals.						
5. This handbook deals with the critical issues related to needs assessment. Comments: Needs vary from community to community but it deals with the general issues which concern nearly everyone. Too complex, need to be reduced to more simplified catagories which are direct and to the point. All aspects are covered.	7 (11%)	39 (63%)	11 (18%)	1 (2%)	0 (0%)	4 (6%)
6. The examples used to demonstrate how needs assessment instruments might be develop-	5 (8%)	33 (53%)	16 (26%)	5 (8%)	0	3 (5%)

CAREER DEVELOPMENT NEEDS ASSESSMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
ed locally for grade levels K-6, middle school, and 10-14 are clear and usable. Comments: Did not have this reaction while reviewing. Material can be used easily on all levels of education. Rather complex-rural teachers and counselors may not accept.						
7. These materials will stimulate faculty, student, and community interest in becoming active participants in guidance development activities. Comments: Faculty members will need to want to participate in order for this material to be effective. It will be their enthusiasm and	8 (13%)	23 (37%)	17 (27%)	7 (11%)	4 (6%)	3 (5%)

CAREER DEVELOPMENT NEEDS ASSESSMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
eagerness that will sell the need for these kinds of materials. The materials are not the vehicle needed to stimulate the above groups. I wish they would, but the human mind is a strange thing.						

Behavioral Objectives

This handbook was sent to all credibility review panel members (106 individuals) during the month of May, 1976. Sixty-four (60%) of the forms were returned.

The educators were requested to react to the entire document, students were to read the self-instructional manual for writing behavioral objectives, and the community representatives were to respond to the procedures for the development of career guidance program behavioral objectives.

The following chart presents the questions concerning the specific content of Behavioral Objectives and how the panel members responded to each question.

The suggestions for revision included:

1. To reduce the length.
2. To explain such terms as goals, developmental goals and priorities.
3. To simplify language.
4. To add more examples.

The revisors took these suggestions into consideration when making their changes.

BEHAVIORAL OBJECTIVES

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The materials presented in this book will stimulate faculty, student, and community interest in becoming active participants in guidance program development activities. Comments: If reasons aren't found why this approach won't work, the students may not realize the value of the materials at this time; the faculty will probably want to place priorities on content. It all depends on how it's introduced and received by the individuals being involved. As an educator, the materials make sense. Might be difficult for students and community. It will aid in stimulating more	1 (1%)	27 (42%)	23 (36%)	7 (11%)	1 (1%)	4 (6%)

BEHAVIORAL OBJECTIVES (Continued)

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
interest perhaps. Great appeal and vigor to arouse overall interest.						
2. The rationale for using behavioral objectives in caeer guidance programming is clear and sufficiently detailed. Comments: I think this section was very easily understood. Not by the use of this book alone. The idea of behavioral objectives is good. I am not sure they are clear and sufficiently detailed.	8 (12%	32 (50%)	11 (17%)	9 (14%)	0	5 (8%)
3. The procedures for behavioral objectives brainstorming are sufficiently	8 (12%)	39 (61%)	9 (14%)	3 (5%)	0	5 (8%)

BEHAVIORAL OBJECTIVES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Comments: Brainstorming methods could be used in all kinds of educational situations so teachers become aware and use this technique. Seems complicated at times, also time comsuming. Excellent ideas and suggestions and techniques.						
4. The procedures for writing behavioral objectives for the career guidance program are clearly presented. Comments: Need more description. The writers were very detailed. Footnotes and other hints are helpful.	13 (20%)	37 (50%)	4 (6%)	4 (6%)	0	6 (9%)

BEHAVIORAL OBJECTIVES (continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
5. Section III of this handbook is adequate for self-instructional purposes. Comments: Self explanatory and can be used easily on an individual basis. Answers show whether reader is following the correct path of instruction. Need more examples.	17 (27%)	26 (41%)	6 (9%)	2 (3%)	0	13 (20%)
6. The component parts of behavioral objectives are clearly defined. Comments: The terms associated with behavioral objectives are clearly understood. They are stated but could be repeated throughout the program to get the point	19 (30%)	23 (36%)	10 (16%)	4 (6%)	0	7 (10%)

BEHAVIORAL OBJECTIVES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
across more easily and clearly. Needs more instruction in obtaining the 4 component parts (A,B,C,D).						

Resource Assessment

This handbook was reviewed by all 106 credibility review panel members plus the nine participants of the Tri County developmental workshop during the month of September, 1976. Forty-five or (39%) of the evaluation forms were returned. All who reviewed the document were asked to react to the entire handbook.

The chart of the following pages presents the questions concerning the specific content of Resource Assessment and how the panel member responded to each question.

The suggestions for revision included to:

1. Simplify language.
2. Provide plan for feedback to the various groups who are being asked to participate.
3. Simplify forms.

All of these suggestions were taken into consideration when the staff members revised the handbook.

RESOURCE ASSESSMENT

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The recommended student activities presented in this handbook are practical. Comments: However, would classroom teachers be willing to alter their classroom schedule to accommodate this. Yes, could be used by any student. Might not produce consistent results depending on maturity of students.	2 (4%)	34 (76%)	5 (11%)	1 (2%)	0	3 (6%)
2. There are adequate materials for conducting and implementing the resource assessment procedures described. Comments: Easy to put program in motion.	8 (18%)	32 (73%)	3 (7%)	0 0	0 0	1 (2%)

RESOURCE ASSESSMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Much more than adequate. Almost too many—many schools would have to simplify or just use parts.						
3. Conducting the resource survey and collecting the resource data could easily be accomplished by following the procedures and using the materials as presented in this handbook. Comments: May be easier said than done but it should be worth the try. Yes and it could be very useful to a school in conducting its guidance program.	3 (7%)	30 (68%)	8 (18%)	2 (5%)	0	1 (2%)

RESOURCE ASSESSMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
I doubt it, so many people resist filling out forms.						
4. A resource catalog could be constructed easily by following the procedures and using materials presented in this handbook. Comments: Ideas and forms could be easily organized into a resource catalog. Depending on the people and the depth of the catalog. I'm not sure it could be constructed "easily".	3 (7%)	33 (75%)	7 (16%)	0	0	1 (2%)

RESOURCE ASSESSMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
5. Using the catalog and reporting the use of the resource is demonstrated effectively through the procedures and materials in this handbook. Comments: Very usefully.	6 (13%)	35 (77%)	2 (4%)	1 (2%)	0	1 (2%)
6. Updating the resource catalog could be accomplished effectively using the existing materials and procedures. Comments: Very important consideration. Glad to see it developed. I think a card catalog may be easier to update How often should there be an updating? What should be the determining factors, to when the update might take	6 (13%)	33 (73%)	5 (11%)	0	0	1 (2%)

RESOURCE ASSESSMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
7. Surveying the following population is necessary for an effective Resource Catalog related to career guidance program.						
a. Students Comments: Not sure about use of 4-6 student resources. Yes, because students, will benefit most through the career guidance program. I'm not sure you will get enough out of students (elementary) to make it worthwhile. I'd skip the little ones and go directly to parents.	16 (35%)	23 (50%)	5 (11%)	0	0	2 (4%)

RESOURCE ASSESSMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
b. Parents Comments: Eliminate this group and handle any known abilities through identification of community resources. Questionable. All are vital elements when conducting a survey concerning a school's counseling and guidance program for its students.	15 (34%)	18 (41%)	3 (7%)	1 (2%)	0	7 (16%)
c. Staff Comments: All are vital elements when conducting a survey concerning a school's counseling and guidance program for its	21 (47%)	15 (33%)	2 (4%)	0	0	7 (16%)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
d. Community Comments: All of these groups have things to offer. It is necessary to use any worthwhile material that is available. Nothing is worse than to ask for time and assistance from busy people without a plan for their use when a positive response is received. The resource assessment leader should coordinate an effort with instructor to utilize all community resource persons within a definite time span. To fail	16 (36%)	20 (44%)	3 (7%)	0	0	6 (13%)

RESOURCE ASSESSMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
to do this is to make community persons feel that their completion of an interview questionnarie was a waste of time. This could also have the community person feeling that his skills are not important or needed.						

98

99

Deciding Via Evaluation

A tentative draft of this handbook was used at the evaluation handbook development workshop held in Nelsonville, Ohio, in October of 1976, (See Attachments Q and R). Ten rural based career education coordinators spent 4 days each in its review and revisions. Additionally a Dr. Jerry Walker, Associate Director, Dr. Jerome Noblitt, and Dr. James Altschuld, staff, Evaluation Division, The Center for Vocational Education, spent numerous days in the reviewing and drafting of the final version of this handbook.

The workshop mode of review was selected for this handbook rather than the panel mail review because of the complex nature of the topic.

Career Counseling in the Rural Schools

This handbook was originally developed by the staff at the Wisconsin Center for Vocational Studies. Upon completion of the first complete draft copies were sent to the credibility review panel. The credibility review panel response data is on record at the Wisconsin Center. Upon analyzing the feedback suggestions, the Wisconsin Center staff conducted minor revisions.

Desk Reference: Facilitating Career Counseling and Placement

This handbook was originally developed by the staff at the Wisconsin Center for Vocational Studies. Upon completion of the first complete draft copies were sent to the credibility review panel. The credibility review panel response data is on record at the Wisconsin Center. Upon analyzing the feedback suggestions, the Wisconsin Center staff conducted minor revisions.

An Individualized Approach To Career Counseling and Career Placement

This handbook was reviewed by the professions on the credibility review panels. Twenty evaluation forms were returned to the Wisconsin Vocational Studies Center. Feedback data was analyzed and used in making final revisions of this handbook. This data is on file at the Wisconsin Center.

Transitional Placement in the Rural School

This handbook was sent out for review to all credibility review panel members. Twenty-seven evaluation forms were returned to the Wisconsin Vocational Studies Center.

This feedback data was analyzed and used to make final revisions to the handbook. A complete set of feedback data is on file at the Wisconsin Center.

Career Guidance Practices

The handbook was sent to all members of the credibility review panels and to the 22 individuals involved in the tri-county developmental workshop, (128 people) during the month of September, 1976. Forty-five (35%) evaluation forms were returned.

The following chart presents the questions concerning the specific content of Career Guidance Practices and how the panel members responded to each question.

Suggestions for revision of the handbook included:

1. To shorten the manuscript.
2. To reduce the exhibits.
3. To make sure the activities were applicable to the rural community.
4. To provide alternatives for isolated areas where there are insufficient community resources on career guidance.

The first three suggestions were acted upon by the revisors; the last one was not since it was received past the deadline for return of evaluation forms.

CAREER GUIDANCE PRACTICES

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The description of and procedures for developing home-centered guidance practices are clearly presented and easily understood. Comments: Very many valuable ideas were presented. The involvement of the parents is an absolute must in any career guidance program. I believe parents would not accept many of the ideas presented here. How about a special introduction to parents explaining procedures and techniques.	19 (42%)	22 (49%)	3 (6%)	1 (2%)	0	0

CAREER GUIDANCE PRACTICES (Continued)

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
2. The description of and procedures for developing the group counseling practices are clearly presented and easily understood. Comments: The self evaluation is especially important. The facilator must be well trained in doing this work with staff members. A very good section. I'm not sure I understand "Starters and Stoppers." Evaluation technique p. 65 stresses how kids "feel" and I think they might "feel" better if I took them swimming to what they are comparing these activities.	12 (27%)	27 (60%)	5 (11%)	0	0	1 (2%)

CAREER GUIDANCE PRACTICES (Continued)

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Assumes adequate staff in rural elementary schools and junior highs. How often is this the case?						
3. The description of and procedures for developing the subject-matter-centered guidance practices are clearly presented and easily understood. Comments: Very well organized. Would like to have seen other disciplines besides English & Social Studies. Community world section is excellent. Yes, and can be easily followed in a step-by-step procedure.	13 (29%)	28 (62%)	3 (6%)	0	0	1 (2%)

CAREER GUIDANCE PRACTICES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Pages 101-106 on an integrated approach are good, but many examples on pages 107-109 appear to be activities over and above rather than in connection with subject matter content. Teachers may not wish to give required time indicated.						
4. The description of and procedures for developing the nonsubject-matter-centered guidance practices are clearly presented and easily understood. Comments: The presentation was clear, concise and practical.	14 (31%)	27 (60%)	3 (6%)	0	0	0

CAREER GUIDANCE PRACTICES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
I couldn't understand this section. Yes, as easy to follow as subject matter.						
5. The description of and procedures for developing the community-centered guidance practices are clearly presented and easily understood. Comments: This brings the community into the school as a full fledged partner. The career fair is a good idea which has been done year years ago in our school. Adopting a grandparent is a good idea.	12 (27%)	30 (66%)	3 (6%)	0	0	0

CAREER GUIDANCE PRACTICES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Yes, easily incorporated into local rural community. Many rural areas lack sufficient business and industry for local career fair. Many rural areas would have few opportunities for professional internships. Senior citizens proposal misses the opportunity to use their long experience to expand student career awareness.						

CAREER GUIDANCE PRACTICES (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
6. The examples used to demonstrate the application in the hypothetical school district (Green Valley) are useful. Comments: Gives guidance personnel and students examples to follow when they use the program. Yes, closely related to local rural school district. I think this is by far the best book in the series we have evaluated. It has the most helpful information, in a way that is effeciently organized so that a classroom teacher or counselor can put the	20 (44%)	22 (48%)	1 (2%)	0	0	2 (4%)

CAREER GUIDANCE PRACTICES (Continued)

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
suggestions directly into practice without a lot of plan writing on his part. It's like a fast frozen T.V. dinner - you can have it on the table in a hurry. I'm copying parts of it and distributing it to various subject matter teachers.						

Staff Development

This document was not reviewed by the credibility review panel members because of developmental time line problems. Instead of going through the credibility panel review, the document was reviewed by eight career education coordinators in a workshop situation. The coordinators were provided a copy of the handbook a week prior to the workshop for their review. During the three day workshop (see Appendices O & U), the coordinators provided indepth review suggestions and assisted in the revisions process.

Community Relations and Involvement

The handbook was reviewed by 106 credibility review panel members and the nine tri-county workshop participants during the month of August, 1976 (see Attachments O and T). Thirty six (31%) of the evaluation forms were returned.

The following chart presents the questions concerning the specific content of Community Relations.

The major suggestion for revision were to:

1. simplify the language
2. condense the size of the document

Both of these suggestions were taken into consideration by the staff persons doing the revision.

COMMUNITY RELATIONS AND INVOLVEMENT

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The materials in this handbook will stimulate students, staff, and administrators to become involved in the community relations and involvement efforts. Comments: Material only-no-with an interested staff member-very much so. But only in a simplified version. It should stimulate teachers.	4 (11%)	26 (72%)	5 (14%)	1 (3%)	0	0
2. The materials in this handbook will promote greater community involvement in the career guidance program. Comments: Not just the material. How will the community get the information? People	4 (11%)	28 (78%)	3 (8%)	1 (3%)	0	0

COMMUNITY RELATIONS AND INVOLVEMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
are to the point where they don't wish to become involved. Would be a tremendous guide. If used properly.						
3. The application materials suggested for community relations and involvement in a school's career guidance program are useful. Comments: Some of the questions need to be customized to local needs. Needs more involvement than just guidance planning committee.	11 (31%)	21 (58%)	3 (8%)	1 (3%)	0	0

COMMUNITY RELATIONS AND INVOLVEMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
4. Suggested activities for local community relations and involvement efforts are appropriate. Comments: Excellent! I feel you are being too general in this area as all communities backgrounds are varied and thus their interests.	12 (33%)	20 (56%)	2 (5%)	2 (5%)	0	0
5. This material should be made available to school career guidance and for career education personnel at a reasonable cost. Comments: I believe the government, be it state or federal, should provide such material.	15 (42%)	17 (47%)	2 (5%)	2 (5%)	0	0

COMMUNITY RELATIONS AND INVOLVEMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
6. A program based upon the methods and techniques presented will result in increased school-community involvement. Comments: You can't tell by just reading - I would have to see the results. Possibly. On these six questions I am being optimistic.	9 (25%)	21 (58%)	6 (16%)	0	0	0

Rural Community Perspectives Toward Career Development

The handbook was reviewed by all 106 credibility review panel members during the month of July, 1976. Fifty-one (48%) evaluation forms were returned.

The following chart presents the questions concerning the specific content of Rural Community Perspectives Toward Career Development and how the panel members responded to each question.

Suggestions for revision included

1. To provide more concise instructions.
2. To shorten the length.
3. To develop a more detailed table of contents.
4. To simplify some of the language.

RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The materials presented in this book will stimulate faculty, student, and community interest in becoming active participants in the adult career attitudes and values change program. Comments: I think this material can arouse much interest. It shows what people can do. I think most people don't know what a value career education can be to young high school students. I wonder what the reaction of parents and community would be on the questionnaire. Our community is very reserved.	5 (10%)	25 (49%)	14 (27%)	5 (10%)	1 (2%)	1 (2%)

RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
2. The purposes of each section are clearly set forth. Comments: Could be clearer. I think each section is well stated. It follows well with the topic. I have to read the material several times to fully understand all his educationise.	4 (8%)	39 (76%)	4 (8%)	3 (6%)	0	1 (2%)
3. Procedures for building the school's own attitudes and values assessment program are clear, understandable, and could be used as a basis for an adult attitudes and values change program. Comments: This document is excellent for	8 (16%)	32 (63%)	4 (8%)	6 (12%)	0	1 (2%)

RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
eliciting the adult values of the district. I think the wording and everything was easy to understand, and I definitely think this material can be used. The steps outlined make it easy to follow						
4. The instruments suggested for the program seem useful. Comments: The quality of the instrument could be improved if writers were concerned to have and state a reason or purpose for each questionnaire in the	9 (18%)	29 (57%)	8 (16%)	1 (2%)	1 (2%)	3 (6%)

RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
instrument and to construct alternative consequences of the possible findings. Definitely. Too complicated and time consuming for the teacher, parents, and employees. I doubt whether many would get involved.						
5. The choice of populations to receive the attitudes and values change program is appropriate in terms of the stated purpose of the handbook. Comments: I feel everyone in the community should help.	8 (16%)	33 (68%)	6 (12%)	3 (6%)	0	1 (2%)

RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
6. Suggested local school uses of career attitude and findings are appropriate. Comments: What is given is appropriate, but I feel the local school could be better helped with more effort by the writers and researchers to provide or create more alternative uses and more detail about uses. I am not really sure, I can only go by what I have seen at our school.	5 (10%)	32 (63%)	12 (23%)	0	0	2 (4%)

RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Individual school users could also be developed to fit different schools with different people.						
7. A program based upon the methods and techniques presented will stimulate adult interest in and support of the career guidance program. Comments: I agree parents and community must be involved, but I 'm not very impressed with the instruments presented, and I wonder about the degree to which they would	2 (4%)	24 (47%)	15 (29%)	5 (10%)	1 (2%)	4 (8%)

RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
stimulate adult participation. Each community could build off the ideas in this book. For a school just getting started, it could be a benefit. Some adults will probably be turned off by any interference. Have you made enough provision for that?						
8. This material should be made available to school career guidance and/or career education personnel at reasonable cost.	13 (25%)	27 (53%)	7 (14%)	2 (4%)	1 (2%)	1 (2%)

RURAL COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Comments: Again we need to view the total finished product. I think this material can be very useful to help rural students develop a better career education attitude. The material can be of much help. This program is needed, and many benefits could be realized. A school must place this program on the guidance calendar.						

Planning and Implementation

This handbook was sent to fifty-one selected credibility review panel members during the month of August, 1976. These individuals, administrators, counselors, and teachers, were asked to react to the whole document. Twenty-five evaluation forms (49%) were returned.

The following chart presents the questions concerning the specific content of Planning and Implementation and how the panel members responded to each question.

The major revision suggestions made included

1. The area of in-service to the teaching staff and the infusion of career development concepts needs further development.
2. Lack of examples of information needed in parent survey at outset of process.
3. Large educational type words are used and make the material very difficult for lay persons, business people, etc. to understand.

The project staff took the following recommendations into consideration when revising the handbook.

PLANNING AND IMPLEMENTATION

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The organization of the handbook is logical.	10 (40%)	15 (60%)	0	0	0	0
2. The role of planning in a successful comprehensive career guidance program is clear.	10 (40%)	14 (56%)	1 (4%)	0	0	0
3. The steps of the planing cycle are useful in program development. Comments: The planning cycle is very good (easy to comprehend) and I feel, if followed, would bring results that might be directing local situations.	7 (28%)	17 (68%)	0	0	0	1 (4%)
4. The procedures on the Planning Committee are clearly described. Comments: However, some of the other materials pre -	11 (44%)	14 (56%)	0	0	0	0

PLANNING AND IMPLEMENTATION (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
sented a more complete description could be slightly more comprehensive without adding bulk. Good suggestions for committee members.						
5. The time estimates for each planning step provide useful guidelines. Comments: Good ideas. Each school must initiate its own estimates, however. What is good for one school is not necessarily good for another. Necessary perhaps not--who knows.	4 (16%)	15 (60%)	5 (20%)	0	0	1 (4%)

PLANNING AND IMPLEMENTATION (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
A good targe to shoot for						
6. The appendix items (forms) will be useful to program planners. Comments: Very useful. Need more opportunity for rural people. (structured agenda is good example p. 45). The best part of the document.	9 (36%)	15 (60%)	0	0	0	1 (4%)

For all of the documents that went through the credibility review panels, questions concerning the reviewer's initial reactions and general review reactions were asked. These questions, selected comments concerning these questions, and how the reviewers responded to the questions are presented in the following chart.

INITIAL REACTION DATA

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The product has overall appeal. Comments: Career Guidance Resources - At first the whole book seemed overwhelming, but after patient consideration, I find it to be a worthwhile list of resources Planning and Implementation- short, precise, fairly clear Community Relations and Involvement - Very practical program.	35%	58%	3%	3%	0%	1%
2. The content and presentation of this material is acceptable and						

INITIAL REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
should be made available for purchase. Comments: Resource Assessment - I like the way this book is developed. Rural Community Perspectives Toward Career Development - Content, Yes - presentation, no Career Guidance Practices - A must for all schools.	29%	51%	9%	8%	.004%	2%

GENERAL REVIEW REACTION DATA

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
1. The format of the material being reviewed is logical. Comments: Career Guidance Practices - The continuity of the format is well planned. Resource Assessment - Everything is covered in detail. Career Development Needs Assessment - Extremely logical.	30%	62%	5%	1%	0%	2%
2. The material could be adapted to fit my local school district. Comments: Behavioral Objectives- We would change part I and II be-	26%	60%	9%	1%	1%	3%

GENERAL REVIEW REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
cause we have done a great deal of work on behavioral objectives. Our method of setting up a Development of Career Guidance Program Behavioral Objectives would need to be different. Planning and Implementation - With broad policy changes. Career Guidance Resources - If someone would take the time, I'm sure it could be adapted anywhere.						

GENERAL REVIEW REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
3. The material does not reflect race, sex, cultural, or socioeconomic bias. Comments: Community Relations and Involvement - I feel this material is totally anti-prejudice and reflects no racial, sexual, or cultural preference what-so-ever. Resource Assessment- No Way. Career Guidance Practices - Anything that emphasizes desirability of work, work ethic, etc. has	46%	48%	3%	1%	1%	2%

GENERAL REVIEW REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
some cultural and socioeconomic bias.						
4. The material appears to have flexibility for modification without losing intended outcomes. Comments: Rural Community Perspectives Toward Career Development- Intended outcomes were stated, and some changes would not drastically change the outcome of this material. Behavioral Objectives- To begin with, I don't feel it needs modification,	30%	61%	7%	1%	0%	2%

GENERAL REVIEW REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
but if something was altered, I think, the booklet would loose something. Career Guidance Practices - Can be easily adopted and modified without using main objectives and purposes.						
5. The material is suitable to the local rural population. Comments: Planning and Implementation- As I have indicated there is no reason that anyone could	25%	59%	9%	4%	.004%	2%

GENERAL REVIEW REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
or should have trouble with this material. Resource Assessment - Smaller local schools districts might not want to take up such an in-depth plan. Career Development Needs Assessment - It would be applicable to urban as well.						
6. The material is easily understood. Comments: Planning and Implementation - Should be no problems	32%	53%	5%	6%	2%	2%

GENERAL REVIEW REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
here. Career Guidance Practices- For teachers, yes. But many of the surveys used forms which my students would have a hard time figuring out Community Relations and Involvement - The language needs a great deal of simplifying.						
7. The ideas presented in this handbook are vital in implementing an effective rural guidance program. Comments: Career Guidance Re-	25%	51%	17%	4%	.004%	3%

GENERAL REVIEW REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
sources - Not a great many "vital" ideas presented, but a good resource reference - the purpose for which it was intended, I assume. Rural Community Perspectives Toward Career Development - The idea of thoroughly exploring adult values and attitudes is certainly important in a rural setting, but I'm not sure it's vital if youth can make intelligent decisions.						

GENERAL REVIEW REACTION DATA (Continued)

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Career Development Needs Assessment-Very vital.						

CHAPTER IV

Project Summary

The broad range of objectives and operational procedures of the project have been freely addressed and successfully carried out. Attempting to complete a complex project in consortium among three major educational institutions was a cost effective way of meeting a national priority; however, it did provide a series of planning, communication and development problems. Based upon an experience where these coordination problems were eventually resolved, the following are suggestions for future consortium efforts.

1. One single agency should have the full management and coordination responsibility for the projects' complete scope of work.
2. Significant changes in the utilization of project funds at any consortium agency should be cleared with cooperating agencies.
3. Modification in procedures, time lines, or material content should be agreed to by all consortium agencies.
4. An explicit, coordinated scope of work, a time line, and roles and responsibilities need to be developed and agreed to by all cooperating agencies prior to the initiation of the project's research for development efforts.
5. Cooperating agencies need to be in planned and prescheduled phone communication at least twice monthly

and to meet for at least two days each quarter for planning, review and problem resolution purposes.

6. Reports to the sponsor need to be developed using a multi-author technique with the consortium director finalizing the report for individual agency submission.
7. All agencies should be involved in selecting key project staff. Consistency of thought, working style and personalities is most important to consortium working relationships.

The research and development efforts of the consortium discovered an evident need for state divisions of vocational education and guidance and counseling to provide increased leadership, material resources, in-service training and technical support assistance to the rural local education agencies. This research and development project, funded by the U.S. Office of Education (USOE), Bureau of Occupational and Adult Education (BOAE), documents the unique characteristics and limiting conditions of the rural home, school and community. It also analyzes the manner in which these characteristics impact on the career development needs of rural youth. Generally the conditions found which have limiting effects on guidance programs in rural schools are:

1. Severe lack of financial and physical resources,

2. Lack of broadly representative role models for rural youth,
3. Geographic isolation,
4. Declining job opportunities, and
5. Lack of sufficient number of qualified guidance staff.

The following findings gained from an indepth study of the guidance program needs of rural schools gave rationale and direction for the development of the project materials:

1. Career guidance in the rural schools must be viewed as a programmatic effort designed to meet the career development needs of their youth and adults. When guidance programs are developed the unique strengths of the rural home, school and community should be recognized and built upon.
2. The availability of human resources is viewed as a tremendous strength in the rural community. This resource needs to be utilized in the planning of improved guidance programs. Planning for the implementation of a comprehensive program can best be accomplished by involving the community as well as increased school staff in an ongoing effort.
3. Assessment of the specific career development needs of students does not seem to be evident in rural schools. Availability of this kind of student data is

a prerequisite to realistic planning. Assessment has to be addressed from two distinct perspectives of a group approach and an individual approach for counseling purposes.

4. Guidance program planners in rural schools do not seem to be utilizing the practice of developing local data based on (a) program goals, (b) program objectives, and (c) student behavioral objectives. New efforts need to be considered to overcome this deficiency.

5. Guidance program planners, guidance staff and teachers in rural schools do not realize the unique and potential amount of resources that are available to them in their community. These resources have to be systematically identified, organized, utilized, and evaluated for the improvement of local guidance program activities.

6. Educational staff, in general, are not aware and/or do not value their potential responsibility to foster self understanding, decision making and problem-solving skills in their students. It appears that there is a need for a simple but comprehensive model of career development for rural school use as well as a competency-based staff development program to bring about change in this area.

7. The role of counselors and school staff is vital to the delivery of effective guidance and counseling in the rural schools. One-to-one counseling may still be the most valuable method, but in view of predictable time and staff constraints in the rural schools, heavy reliance for providing counseling must be placed on others, e.g., (a) staff, (b) peers, (c) parents, and (d) community members. Also, numerous other guidance functions need to be provided in the home, classroom and community to achieve the objectives of a comprehensive career guidance program.

8. Effective staff and community orientation, training and continued involvement is vital to the success of a rural based guidance program. Improvement of guidance in rural schools appears to be dependent upon heavy involvement on the part of school staff and community members, unfamiliar with the functions of guidance.

9. In some cases, the attitudes and values of rural parents, faculty and employers appear to limit the plans, goals, and aspirations of their sons and daughters. Rurality, economics, geographic isolation, and limited role models and work observation/experience settings as well as limited guidance assistance all contribute to the need for specialized guidance and counseling programs at all grade levels. Materials

and resources need to build upon the unique strengths found in the rural communities, homes and schools in an effort to provide a broader base of knowledge, exploration and positive experiences throughout the formal school years.

While this project has provided a beginning for rural educators interested in developing new or renewing existing guidance programs, there are a number of additional research and development activities which should be considered by federal agencies, state departments, multi-school cooperatives and national level educational centers and laboratories.

C H A P T E R V

Recommendations for Future Guidance Research and Development Efforts

The purpose of this chapter is to synthesize into three categories new research and development efforts determined critical for The U.S. Office of Education to consider, i.e., research, development, and technical service.

These recommendations are based upon the project staff's literature review, field observations, discussions with several hundred rural educators, and credibility review panel member feedbacks. Project staff examined such recent research as Career Development of Youth: A Nation Wide Study, ACT, 1973, Purdue Opinion Poll, 1972, Career Guidance Needs of the Nation's Youth and Adults, NIE, 1975, National Survey of Vocational Education Needs, The Center for Vocational Education, 1977, Vocational Guidance in Secondary Schools, Results of a National Study, The Center for Vocational Education, 1968, and The National Longitudinal Study: High School Class of 1972, National Center for Educational Statistics, 1974. Additionally, the staff examined the federal legislative perspectives and mandates found in The Educational Amendments of 1976, P.L. 94-482; Career Education Bill, H.R. 7 and S1382; Employment Resources Act of 1977, S.1; The Youth Initiatives Act of 1977, H.R. 20; and others to find implications for developing recommendations for enriched guidance programs in rural schools and communities.

After two years of developing guidance materials for rural schools and collecting numerous data for analysis, it has been determined that the need for improved guidance services in rural schools appears to be critical enough to write the following recommendations.

RESEARCH

1. Development of long range research plans on such topics as
    (a) barriers to guidance program development in rural schools,
    (b) causes for limited number of professional guidance staff hired in rural schools,
    (c) attitudes of the adult rural communities towards guidance, counseling, and career development needs of youth and adults,
    (d) job mobility of rural youth,
    (e) the relationship between economic conditions and existance on nature of school guidance program support,
    (f) the patterns of rural youth's and adult's career aspirations and expectations as compared to

their counterparts in suburban and urban areas,

(g) guidance techniques and services that multi-school educational cooperatives can provide rural and small schools,

(h) the types of and reasons for rural student distruptive school and community behaviors and develop recommended strategies to deal with the causes,

(i) the unique sex bias conditions in the rural home, school and community and strategies to overcome these attitudes or practices,

(j) the unique occupational and educational coping and adjustment problems faced by rural youth and adults in transition and possible resolutions to these problems,

(k) the need for career resource centers and special resources and services for rural and small schools,

(l) the career development patterns of rural youth broken down by sex and race,

(m) significant others influence in the rural community,

(n) the needs of rural adults who are experiencing mid-career changes and ways to meet these needs,

(o) the proportion of available state and federal funds for career education, and guidance that were utilized by rural schools and what caused this funding allocation,

(p) the ways of providing better labor market projections, mobility factors and job obsolescence data associated with rural communities by state and/or by USOE regions,

(q) the validity and usability of available interest, aptitude and career development needs assessment measures that are applicable to the conditions, values, attitudes, etc., of rural youth and adults,

(r) leisure time options and their effects on adults in rural communities,

(s) study of the cause-effect relationship between sociological, economic and/or psychological influences and career decision making for youth in rural settings.

DEVELOPMENT

1. Development of models, techniques and materials for use by two-year and four-year educational institutions that serve rural communities. This development would help capacitate these institutions to:

(a) serve as technical service agents to rural schools,

(b) provide in-service activities based upon their local rural schools needs,

(c) assist in program development activities,

(d) assist in multi-community surveys, assessments,

(e) provide career resource center use opportunities, and

(f) provide for ongoing guidance program monitoring and evaluation.

2. Development of models, techniques and materials to assist rural schools in more fully utilizing the services and resources of

   (a) public and private employment agencies,

   (b) vocational rehabilitation programs,

   (c) mental retardation institutions,

   (d) older aged groups,

   (e) industry and business organizations, and

   (f) federal legislative resources such as CETA, Conservation Corps, Youth Employment Act.

3. Development of a prototype and guidelines for the establishment, operation and evaluation of career resource centers in rural communities.

4. Development of career guidance materials and models for special target populations within the rural communities, i.e., women and girls, minority groups, handicapped and disadvantaged.

5. Development of materials and programs for increasing the awareness, attitudes and capabilities of rural parents in order to increase their involvement in the school's guidance program. Since parents are the primary influence on career choice of youth little hope for full guidance program effectiveness can be realized without their informed impact.

6. Development of materials, techniques and opportunities to aid rural youth in experiencing a fuller range of work observations and positive work site experiences. This could be accomplished through new approaches to work study, work experience, field trips, community participation opportunities, simulations, sabbaticals, demonstrations, etc.

7. Development of a national, regional and possibly state level rural school career guidance communication network. This network could serve to determine the kinds of information needs rural

educators have as well as provide on the spot answers or referral service.

8. Development of media programs, e.g., T.V., films, filmstrips, that address the unique needs and resources used within rural homes, schools and community groups and settings.

9. Development of programs and techniques that will address the unique dropout problems of rural youth.

10. Development of creative materials demonstration, relationships and articulations that could be established between rural schools and their area business, government, labor and community organizations.

TECHNICAL ASSISTANCE

1. Development of a set of in-service training materials, techniques and opportunities that will assist local rural school district administrators, teachers and guidance specialists to:
   (a) understand the career development needs of youth and adults,

(b) understand the necessity for and ways of renewing their guidance programs,

(c) plan and evaluate guidance programs,

(d) understand how to more fully use the home and community in the planning, development and delivery of guidance,

(e) understand how to develop classroom, home and community based guidance activities,

(f) understand how to more fully use time and existing local talent for increased counseling effectiveness and availability.

2. Development of a network of trained professionals on a state or regional level to respond to the in-service training needs of rural schools. These trained professionals could well come from
   (a) multi-school educational cooperatives,
   (b) counselor preparation programs,
   (c) state departments of education,
   (d) trained peers, and
   (e) private consultants in the surrounding area.

An agency like the Center for Vocational Education could develop the materials and training capabilities, set up and operate the technical service system, and prepare the local trainers for their future work.

3. Development within a national center or educational laboratory the capacity of providing on-site technical service to those rural districts needing assistance. This technical service could include such things as:
   - (a) in-service leadership
   - (b) assessment consultancy
   - (c) data analyses and interpretation
   - (d) program evaluation
   - (e) material or activity development
   - (f) program monitoring
   - (g) information and agency referral

4. Development of a system of counselor exchange between rural, suburban and large city counselors.

These recommendations represent ideas that seemed to be implied or mentioned in our research and development efforts and those which may be most helpful in assisting rural schools in preparing for future guidance program renewal. While many of these recommendations already have been addressed for non-rural populations, there is a suggested need to address them related to the unique characteristics of the rural school.

APPENDIX A

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Appendix D

CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

MICHIGAN

Kenneth Groh, Administrator, Powers
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Dave Gallinetti, Administrator, Republic
Peter Rigoni, Administrator, White Pine
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Dave Morin, Teacher, White Pine
Ray Pomroy, Counselor, Laurium
Barbara Stebler, Counselor, Hubbell
John Peterson, Counselor, Gladstone
Charles Kalhoefer, Counselor, Stephenson
Bonnie Hansen, Counselor, Powers
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Roy Swanson, Community Rep., Escanaba
Lois Miron, Community Rep., Republic
Ben Mykkanen, Community Rep., Republic
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Dale Hanes, Community Rep., Calumet
Capt. Robert Hartman, Community Rep., Gladstone

Special thanks is extended to the following Career Education Planning District (CEPD) coordinators who provided much leadership and coordination to the material review process.

Thomas Pierson - Marquette - Alger Intermediate School District
Paul Kimball - Copper Country Intermediate School District
W. Leroy Liimakka - Gogebic Ontonagon Intermediate School District
Ivan Ryan & Karl Arko - Delta-Schoolcraft Intermediate School District

OHIO

Edward Pogue, Administrator, Portsmouth
William Mann, Administrator, Heborn
Hagar Sphrlock, Administrator, Wheelersburg
Ray Tearney, Administrator, Fremont
Gerald Snyder, Administrator, Chillicothe
Everett Park, Administrator, Chillicothe
Helen Snyder, Administrator, Waverly
Darold Figgins, Administrator, Montpelier
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Max Knisley, Administrator, Chillicothe
Carl Fogle, Administrator, Navarre
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Milton Miller, Teacher, Navarre
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Donald Kerr, Counselor, Westerville
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Merl Bauman, Community Rep., Napoleon
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Pam Whaley, Community Rep., Wauseon
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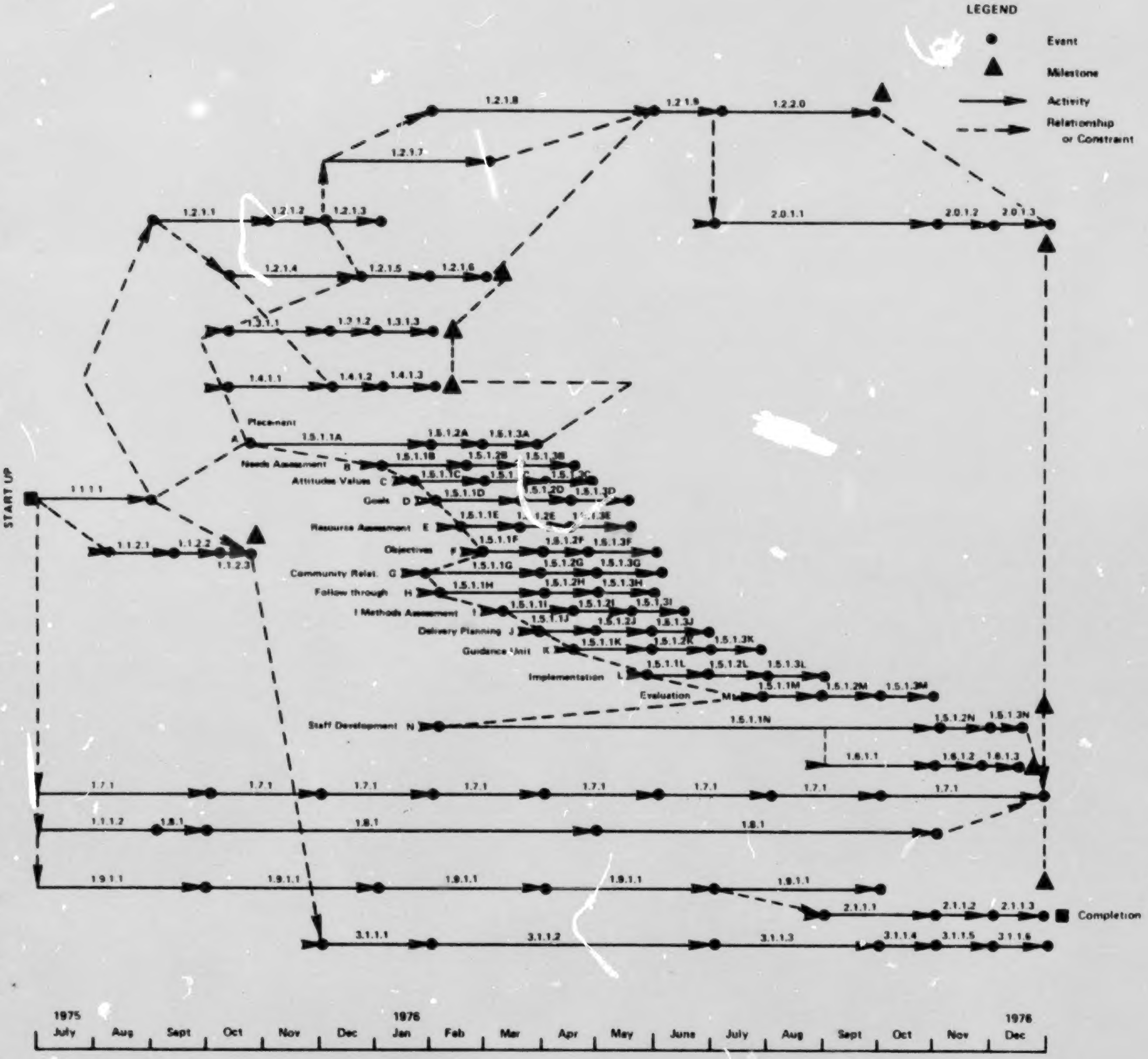
Appendix E

Rural Guidance Project
WORK FLOW NETWORK AND ASSOCIATED REQUIREMENT LIST


LEGEND
● Event
▲ Milestone
Activity
Relationship or Constraint
START UP
Placement A
Needs Assessment B
Attitudes Values C
Goals D
Resource Assessment E
Objectives F
Community Relat. G
Follow through H
I Methods Assessment I
Delivery Planning J
Guidance Unit K
Implementation L
Evaluation M
Staff Development N
Completion
1975
July
Aug
Sept
Oct
Nov
Dec
1976
Jan
Feb
Mar
Apr
May
June
July
Aug
Sept
Oct
Nov
1976
Dec

WORK NETWORK ASSOCIATED REQUIREMENTS

ACTIVITY CODE	
1.1.1.1	Organize and orient staff
1.1.1.2	Appoint and orient National Advisory Committee
1.1.2.1	Organize and draft tech plan
1.1.2.2	Submit tech plan for review
1.1.2.3	Finalize tech plan
1.2.1.1	Conduct literature search and review (Phase I)
1.2.1.2	Conduct material search and review
1.2.1.3	Determine limitations of available materials
1.2.1.4	Develop state of the art paper
1.2.1.5	Review draft of state of the art paper
1.2.1.6	Finalize state of the art paper
1.2.1.7	Organize available materials for abstracting
1.2.1.8	Develop draft of methods handbook
1.2.1.9	Review draft of methods handbook
1.2.2.0	Finalize methods handbook
1.3.1.1	Develop program model
1.3.1.2	Review program model
1.3.1.3	Finalize program model
1.4.1.1	Develop program standards
1.4.1.2	Review program standards
1.4.1.3	Finalize program standards
	Development of Guidance Function Handbooks
1.5.1.1A	Develop placement handbook
1.5.1.2A	Review placement handbook
1.5.1.3A	Finalize placement handbook
1.5.1.1B	Needs assessment
1.5.1.1C	Attitudes and values
1.5.1.1D	Goal Development
1.5.1.1E	Resource assessment
1.5.1.1F	Behavioral objectives
1.5.1.1G	Community relations
1.5.1.1H	Develop follow-through handbook
1.5.1.2H	Review follow-through handbook
1.5.1.3H	Finalize follow-through handbook

ACTIVITY CODE	
1.5.1.1I	Methods assessment
1.5.1.1J	Program planning
1.5.1.1K	Guidance unit development
1.5.1.1L	Implementation design
1.5.1.1M	Evaluation
1.5.1.1N	Staff development
	Review of Guidance Function Handbooks
1.5.1.2B	Needs assessment
1.5.1.2C	Attitudes and values
1.5.1.2D	Goal development
1.5.1.2E	Resource assessment
1.5.1.2F	Behavioral objectives
1.5.1.2G	Community relations
1.5.1.2H	Develop follow-through handbook
H	Review follow-through handbook
H	Finalize follow-through handbook
1.5.1.2I	Methods assessment
1.5.1.2J	Program planning
1.5.1.2K	Guidance unit development
1.5.1.2L	Implementation design
1.5.1.2M	Evaluation
1.5.1.2N	Staff development
	Revise Guidance Function Handbooks
1.5.1.3B	Needs assessment
1.5.1.3C	Attitudes and values
1.5.1.3D	Goal development
1.5.1.3E	Resource assessment
1.5.1.3F	Behavioral objectives
1.5.1.3G	Community relations
1.5.1.3H	Develop follow-through handbook
H	Review follow-through handbook
H	Finalize follow-through handbook
1.5.1.3I	Methods assessment
1.5.1.3J	Program planning
1.5.1.3K	Guidance unit development
1.5.1.3L	Implementation design
1.5.1.3M	Evaluation
1.5.1.3N	Staff development

ACTIVITY CODE	
1.6.1.1	Develop state and national level workshop plans and materials
1.6.1.2	Prepare for and conduct state and local level workshops
1.6.1.3	Prepare for and conduct national level workshop
1.7.1.1	Steering committee meetings
1.8.1.1	National advisory committee meetings
1.9.1.1	Prepare quarterly reports
2.0.1.1	Develop special needs report
2.0.1.2	Review report
2.0.1.3	Finalize and submit report
2.1.1.1	Prepare final report
2.1.1.2	Review report
2.1.1.3	Finalize and submit report
3.1.1.1	Develop product packaging
3.1.1.2	Select media strategy
3.1.1.3	Conduct user survey
3.1.1.4	Protection of human subjects
3.1.1.5	Conduct exhibits
3.1.1.6	Obtain copyright

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 – December 31, 1976

Date: September 1, 1975

Program Area: Vocational Development and Adjustment

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
Development of a rural comprehensive program of Career Guidance, Counseling, Placement, and Follow-Through for Grades K-14.	1.1 Organize resources (human and material) to accomplish project objectives.	1.1.1 Organize human resources for project conduct.	1.1.1.1 Organize and orient staff and Steering Committee.
			1.1.1.2 Appoint, organize, and orient National Advisory Committee.
		1.1.2 Prepare technical plan for project.	1.1.2.1 Organize and draft technical plan.
			1.1.2.2 Submit technical plan for internal and external review.
			1.1.2.3 Finalize technical review
	1.2 National literature search and re review on research and development efforts in the area of Rural Career Guidance, Counseling, Placement, Follow-up and Follow-through. (CGP) (Two Phases)	1.2.1 Develop search and review criteria, instrumentation, and procedures for Phases I and II of literature and material searches and reviews.	1.2.1.1 Conduct (identify, acquire, screen and select appropriate literature) Literature Review, Phase I.
			1.2.1.2 Conduct materials search and review.
			1.2.1.3 Determine limitation of available material.
	Prepare comprehensive state of the art position paper regarding the Career Guidance, Counseling, Placement, Follow-up and Follow-through (CGP) needs of rural youth and adults.	Develop framework and procedures for the development of state of the art paper.	1.2.1.4 Develop state of the art paper.
			1.2.1.5 Review state of the art paper.
			1.2.1.6 Revise and finalize state of the art paper.

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 - December 31, 1976

Date: September 1, 1975

Program Area: Vocational Development and Adjustment

-132a-

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
	Produce a handbook of rural guidance methods that could easily and effectively be used at the local level.	Prepare set of tested CGP methods that relate to the unique characteristics of rural school districts considering their human and material resources.	1.2.1.7 Organize available material for Methods Handbook abstraction. 1.2.1.8 Develop draft of Methods Handbook. 1.2.1.9 Review draft of Methods Handbook. 1.2.1.10 Revise and finalize Methods Handbook.
	1.3 Prepare conceptual model and program design for Career Guidance, Counseling, Placement, Follow-up and Follow-through in rural schools.	1.3.1 Organize a conceptual and organizational framework and descriptive paper for a CGP program.	1.3.1.1 Develop program model through a systematic delineation of the basic elements and components. 1.3.1.2 Review program model. 1.3.1.3 Revise and finalize model in paper format.
	1.4 Prepare a set of Career Guidance, Counseling, Placement, and follow-up and follow-through including program goals and general objectives.	1.4.1 Develop through analyzing national acquired standard findings, a set of program goals and objectives which will serve as a foundation for project developmental efforts.	1.4.1.1 Develop program standards (Goals and Objectives). 1.4.1.2 Review program standards. 1.4.1.3 Revise and finalize set of program standards in paper format.

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 - December 31, 1976

Date: September 1, 1975

Program Area: Vocational Development and Adjustme

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
	1.5 Develop a comprehensive K-14 placement, follow-up, and follow-through model. Produce a comprehensive content and procedural system based on the placement, follow-up, and follow-through model. Develop a competency-based in-service training program for placement, follow-up and follow-through.	1.5.1 Develop a comprehensive K-14 Placement, Follow-up, Follow-Through Model, set of operational procedures sample instruments and in-service training materials.	1.5.1.1 Develop Placement, Follow-up and Follow-through model (K-14). 1.5.1.2 Review Placement, Follow-up and Follow-through model (K-14). 1.5.1.3 Revise and finalize Placement, Follow-up and Follow-through model (K-14). 1.5.1.4 Develop Placement, Follow-up and Follow-through procedures material. 1.5.1.5 Review Placement, Follow-up and Follow-through model (K-14). 1.5.1.6 Revise and finalize Placement, Follow-up and fol through model (K-14). 1.5.1.7 Develop in-service section for Placement, Follow-up and Follow-through model. 1.5.1.8 Review In-service section for Placement, Follow-up and Follow-through model. 1.5.1.9 Revise and finalize in-service section for Plac ment, Follow-up and Follow-through model.

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 - December 31, 1976

Date: September 1, 1975

Program Area: Vocational Development and Adjustment

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
	1.6 Produce a comprehensive content and procedural system based upon the Program Model and Program Standards finalized in 1.3 and 1.4.	1.6.1 Through the utilization of staff at each of the consortium agencies will be written program function related handbooks. Primary source data for the development will come from literature and material search and reviews plus The Center's Career Planning Support System.	1.6.1.1A Develop Assessment Handbooks (Individual, Methods and Resource Assessment).
			1.6.2.1A Review Assessment Handbook(s).
			1.6.3.1A Revise and finalize Assessment Handbook(s).
			1.6.1.1B Develop Goal Development Handbook.
			1.6.2.1B Review Goal Development Handbook.
		1.6.2 All Program function handbooks will be reviewed upon the development of the first draft by project Steering Committee and the 15 creditability review panels.	1.6.3.1B Revise and finalize Goal Development Handbook.
			1.6.1.1C Develop Behavioral Objectives Handbook.
		1.6.3 Based upon the revision data received in 1.6.2 each handbook will be revised and finalized.	1.6.2.1C Review Behavioral Objectives Handbook.
			1.6.3.1C Revise and finalize Behavioral Objective Handbook.
			1.6.1.1D Develop Program Planning Handbook.
			1.6.2.1D Review Program Planning Handbook.
			1.6.3.1D Revise and finalize Program Planning Handbook.

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 - December 31, 1976

Date: September 1, 1975

Program Area: Vocational Development and Adjustmen

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
			1.6.1.1E Develop Guidance Unit Handbook.
			1.6.2.1E Review Guidance Unit Handbook.
			1.6.3.1E Revise and finalize Guidance Unit Handbook.
			1.6.1.1F Develop Program Implementation Handbook.
			1.6.2.1F Review Program Implementation Handbook.
			1.6.3.1F Revise and finalize Program Implementation Handbook.
			1.6.1.1G Develop Attitude and Value Handbook.
			1.6.2.1G Review Attitude and Value Handbook.
			1.6.3.1G Revise and finalize Attitude and Value Handbook.
			1.6.2.1H Develop Program Evaluation Handbook.
			1.6.2.1H Review Program Evaluation Handbook.
			1.6.3.1H Revise and finalize Program Evaluation Handbook.
			1.6.1.1.I Develop Community Relations Handbook.
			1.6.2.1.I Review Community Relations Handbook.
			1.6.3.1.I Revise and finalize Community Relations Handbook.

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 - December 31, 1976

Date: September 1, 1975

Program Area: Vocational Development and Adjustment

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
	1.7 Develop a competency-based in-service training program necessary to prepare local users to install program.	1.7.1 Develop, through a review of existing data on known staff competencies related to CGP, an in-service training program.	1.7.1.1 Develop scheme and criteria for acquiring exisitng competency information.
			1.7.1.2 Analyze data and prepare initial set of staff competencies.
			1.7.1.3 Develop a CGP in-service training guide plan.
			1.7.1.4 Develop a set of CGP training procedures based upon acceptable competencies.
		1.7.2 Review draft of staff related CGP competencies.	1.7.2.1 Send out to creditability review panels drafts for review.
			1.7.2.2 Send out to Steering Committee drafts for review.
			1.7.2.3 Analyze reactions and prepare for review.
		1.7.3 Review and finalize competency based in-service training handbook.	1.7.3.1 Develop revision plan.
			1.7.3.2 Conduct revision.
			1.7.3.3 Gain approval of revised handbook.
		1.7.4 Develop in-service training program plans and materials for state and national conferences.	1.7.4.1 Using in-service training handbook developed in 1.7.3 organize plans and materials.
			1.7.4.2 Review with Steering Committee plans and materials
			1.7.4.3 Revise and finalize for use in service training materials.

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 - December 31, 1976

Date: September 1, 1975

Program Area: Vocational Development and Adjustment

- 134b -

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
		1.7.5 Conduct state level workshop	1.7.5.1 Prepare training plans and materials for state level.
			1.7.5.2 Have reviewed and approved plans and materials.
			1.7.5.3 Conduct and evaluate workshop.
		1.7.6 Conduct national level conference	1.7.6.1 Prepare training plans and materials for national pre-AVA conference.
			1.7.6.2 Have reviewed and approved plans and materials.
			1.7.6.3 Conduct and evaluate conference.
	1.8 Conduct Project Steering Committee Meetings	1.8.1 Plan agenda arrangements and meetings for Steering Committee Meetings (1 every 2 months approximately).	1.8.1.1 Request agenda input from Steering Committee members
			1.8.1.2 Finalize agenda and all necessary materials.
			1.8 .3 Prepare arrangements for the meeting site.
		1.8.2 Conduct and informally evaluate meetings	1.8.2.1 Chair meeting; collect and organize feedback material from participants.
			1.8.2.2 Decide on type of follow-up and conduct it.
	1.9 Conduct National Advisory Committee Meetings	1.9.1 Plan agenda, arrangements and materials for National Advisory Committee meetings (approximately 3 meetings during a project period)	1.9.1.1 Request agenda input from Advisory Committee member
			1.9.1.2 Finalize agenda and all necessary materials.
			1.9.1.3 Prepare arrangements for the meeting site.

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 - December 31, 1975

Date: September 1, 1975

Program Area: Vocational Development and Adjustment

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
		1.9.2 Conduct and evaluate meeting.	1.9.2.1 Chair meeting collect and organize feedback material from participants.
			1.9.2.2 Decide on type of follow-up and conduct.
	2.0 Prepare quarterly reports for USOE	2.0.1 Collect and organize data for reports.	2.0.1.1 Contact consortium agencies for progress reports. 2.0.1.2 Prepare draft of report(s) based upon data from all three project agencies.
		2.0.2 Have reports reviewed.	2.0.2.1 Have report reviewed by Assoc. Director for R. & D. Division and Program Area Director
		2.0.3 Revise and finalize reports	2.0.3.1 Revise report(s).
			2.0.3.2 Finalize report(s).
			2.0.3.3 Submit report(s).
	2.1 Develop and submit special report to USOE concerning recommendations for future product development necessary based upon voids identified during the project period.	2.1.1 Determine what additional products or CGP aids are needed based upon literature and material reviewsand searches.	2.1.1.1 Finalize first draft of report specifications and prepare for review.
			2.1.1.2 Review draft at both CVE and Steering Committee levels.
		Develop recommendations for new product development for USOE.	2.1.1.3 Revise, finalize and submit report.
		Develop general specifications for each product aid recommended to USOE.	

WORK BREAKDOWN STRUCTURE

Project Title: Rural Guidance

Duration: July 1, 1975 - December 31, 1975

Date: September 1, 1975

Program Area: Vocational Development and Adjustmen

Level 1: Project	Level 2: Tasks	Level 3: Activities	Level 4: Subactivities
	2.2 Prepare final report and submit to USOE	2.2.1 Determine what items are needed to be included in the final report. Organize materials and data that need to be included in final report.	2.2.1.1 Finalize first draft of report specifications and prepare for review. 2.2.1.2 Review draft at both CVL and Steering Committee levels. 2.2.1.3 Revise, finalize, and submit report.
	3.1 Develop Product Utilization Plan.	3.1.1 Determine parameters of Product package and generate marketing and dissemination data.	3.1.1.1 Develop Product packaging design. 3.1.1.2 Select media strategy. 3.1.1.3 Conduct user surveys and develop user files. 3.1.1.4 Go through Protection of Human Subjects Committee. 3.1.1.5 Conduct exhibits. 3.1.1.6 Obtain copyright.

RURAL GUIDANCE PROJECT - PROGRESS SUMMARY

July 1975 - June 1976)

MARCH 1976	APRIL 1976	MAY 1976	JUNE 1976
*Work with AVA - APGA regarding dissemination *Project review of State of the Art *Project review of Model and Standards *Conduct panel orientations *Revision of agency development responsibility *Develop Rural Career Education proposal *Models and Standards meeting - Madison *Attitudes and Values Development workshop (CVE/NMU) *Handbook development activities *Behavioral Objectives Handbook *Career Development Needs Assessment *Resource Handbook *Attitudes and Values *Placement *Outline development for remaining handbooks	*Product packaging *CRP instrumentation completed *Organize for three summer development workshops (NMU/CVE) *Conduct Career Development Needs Assessment Handbook development workshop *Project presentation at APGA convention (NMU/CVE/WCVS) *Steering Committee Meeting *Rural Career Education proposal developed and submitted (CVE) *Complete project CRP data analysis guidelines *Quarterly Report preparation *Handbook development activities *Behavioral Objectives *Career Development Needs Assessment *Resource Handbook *Attitudes and Values *Resource Assessment *Placement	*Behavioral Objectives Handbook in review *Career Development Needs Assessment in Review *State of the Art being professionally edited and typed *Product packaging *Model and Standards Development *Handbook development activities *Resource Assessment *Attitudes and Values *Placement *Information *Evaluation *Counseling *Inventory *Referral *Community Relations *Prepare for June 2-3 National Advisory and Steering Committee Meetings	*Handbooks in review *Attitudes and Values *Resource Handbook *Career Development Needs Assessment *Behavioral Objectives *Packaging Planning *Handbooks in Revision *Career Development Needs Assessment *Behavioral Objectives *Model and Standards *State of the Art *Handbooks in initial development *Resource Assessment *Community Relations *Planning and Implementation *Individualized Approach to Career Counseling and Placement *Career Counseling *Transitional Career Placement Program *Final preparation for three summer development workshops *Community Relations planning workshops (NMU/CVE) *Process four sets of returns from Credibility Review Panel *Vacations *Publicity Activities

RURAL GUIDANCE PROJECT - PROGRESS SUMMARY

July 1975 - June 1976)

JULY 1975	AUGUST 1975	SEPTEMBER 1975	OCTOBER 1975
*Staff search and interview *Project technical planning *Staff Hiring *Planning meetings between consortium agencies *Select National Advisory committee members *Literature search criteria development *Material search criteria development *Communication materials for searches drafted *Criteria for CRP developed *Consortium file developed	*Staff search and interview *Confirm National Advisory Committee membership *Develop project brochure *Project technical planning *Literature and materials search and review procedures and criteria *CRP procedures developed - first draft *Publicity Activities	*Staff search and interview *First project Steering Committee meeting *Initial literature and materials search *CRP procedures reviewed and revised *Outline for State of the Art paper developed and reviewed *Outline for Resource Handbook developed and in review *Appointment of Credibility Review Panel members (113) *Literature search and review *Project technical planning *Publicity activities	*Full staffing accomplished *Literature search conducted *Literature analysis conducted *National materials search conducted *Draft outline for Resource Handbook completed *Subcontracts between four consortium agencies completed *Outline for State of the Art completed - 1st draft *Quarterly report preparation
NOVEMBER 1975	DECEMBER 1975	JANUARY 1976	FEBRUARY 1976

*Credibility Review Panel Handbook completed
*Credibility Review Members appointed
*Guidelines for developing State of the Art Summaries
*Steering Committee Meeting
*Developed State of the Art Summaries
*Literature Review continued
*Develop model and standards
	*Steering Committee Meeting
	*Cooperative Rural Career Guidance System-Part "C" proposal developed (CVE-NMU)
	*Literature review continued
	*Develop State of the Art Summaries
	*Develop model and standards
	*CVS develop three USOE proposals
		*Human Subjects Committee Instrumentation approval
		*Quarterly Report preparation
		*Cooperative Rural Career Guidance System-Part "C" proposal developed and submitted (CVE-NMU)
		*Literature reviewed
		*Develop State of the Art Summaries
		*Develop model and standards
		*Conduct CRP orientations
		*Handbook development activities
		  *Resource Handbook
		  *Placement
			*Literature search continued
			*Develop State of the Art
			*Conduct panel orientations
			*Present project at 2nd National Career Ed. Forum (Washington, D.C.)
			*Conduct Steering Committee meeting
			*National material search completed
			*Resource Handbook abstracting
			*Handbook development activities
			  *Resource Handbook
			  *Placement Handbook

RURAL GUIDANCE PROJECT - PROGRESS SUMMARY

July 1976 - June 1977)

JULY 1976	AUGUST 1976	SEPTEMBER 1976	OCTOBER 1976
*Conducted Resource Assessment Handbook Development Workshop (12 developers, 6 days) *Conducted Community Relations Handbook Development Workshop (14 developers, 4 days *Conducted Credibility Review Panel procedures for Resource Assessment Handbook *Conducted Credibility Review Panel procedures for Community Relations Handbook *Typed in camera ready form the State of the Art product *Handbooks in process of development *Model and Standards (CVE) *Staff Development (CVE) *Career Guidance Practices (CVE) *Community Relations (NMU) *Planning & Implementation *Individual Approach to Career Counseling and Placement (WIS) *Career Counseling (WIS) *Transitional Career Placement Program (WIS)	*Conducted Career Guidance Practices Handbook Development Workshop (24 developers, 6 days) *Met with subcontract director from Ohio State Dept. of Ed. *Conducted meeting with NMU staff and representative of the Michigan State Dept. of Ed. concerning product dissemination *Met with representatives (Perch) of the 8 UP Career Ed. Planning Districts. Planned for state to have workshops in Michigan *Conducted final revision on Community Relations & Resource Assessment Handbook *Typed in camera ready form the following handbooks: 1) Attitudes and Values, 2) Career Development Needs Assessment, 3) Behavioral Objectives, 4) Planning and Implementation *Handbooks in process of development *Model and Standards (CVE) *Guidance Program Evaluation (CVE) *Counseling Techniques (WIS) *Placement (WIS) *Individualized Approaches to Career Counseling & Placement (WIS) *Desk Reference to Career Counseling & Placement (WIS)	*Conducted Staff Development Handbook Development Workshop (12 developers, 4 days) *Typed in camera ready form the following handbooks: 1) Community Relations, 2) Staff Development, 3) Resource Assessment, and 4) Career Guidance Resource *Completed packaging and art work *Revised the following handbooks: 1) Staff Development, 2) Community Relations, 3) Resource Assessment, and 4) Career Guidance Resource *Conducted Credibility Review Panel Procedures for the Career Guidance Practices Handbook *Handbooks in final stages of development: *Model and Structure (CVE) *Guidance Program Evaluation (CVE) *Counseling Techniques (WIS) *Placement (WIS) *Individualized Approaches to Career Counseling and Placement (WIS) *Desk Reference to Career Counseling and Placement (WIS) *Successfully negotiated new Part "C" contract with USOE/BOAE on "Cooperative Rural Guidance System"	*Handbooks in process of development *Model and Standards (CVE) *Guidance Program Evaluation (CVE *Counseling Techniques (WIS) *Placement (WIS) *Individualized Approaches to Career Counseling & Placement (WIS) *Desk Reference to Career Counseling & Placement (WIS) *Conducted Evaluation Handbook development workshop (12 developers, 3 days) *Developed and submitted fifth quarterly report *Continued completion of proofing and camera ready typing for 6 handbooks *Modified art work *Corresponded with over 25 persons or agencies requesting project information

RURAL GUIDANCE PROJECT - PROGRESS SUMMARY

July 1976 - June 1977)

NOVEMBER 1976	DECEMBER 1976		
*Handbooks in final stages of development: *Life Role Development Model (CVE) *Guidance Program Evaluation (CVE) *Counseling Techniques (WIS) *Placement (WIS) *Individualized Approaches to Career Counseling and Placement (WIS) *Desk Reference to Career Counseling and Placement (WIS) *Completed arrangements for National Advisory Committee Meeting *Completed arrangements for national dissemination workshops *Began close-out procedures *Contined completion of proofing and camera ready typing for 3 handbooks *Corresponded with over 50 persons or agencies requesting project information	*Typed in camera ready form *Life Role Development Model (CVE) *Guidance Program Evaluation (CVE *Counseling Techniques (WIS) *Placement (WIS) *Individualized Approaches to Career Counseling and Placement (WIS) *Desk Reference to Career Counseling and Placement (WIS) *Conducted national dissemination workshop, Houston, Texas. *Developed HEW Request for copyright authorization *Conducted National Advisory Committee meeting *Continued close-out procedures *Corresponded with over 100 persons or agencies requesting information about materials		

CVE = Ohio Center for Voc. Ed.
CVS = Wisconsin Center for Studies
NMU = Northern Michigan University
OSDE = Ohio State Dept. of Education

RURAL GUIDANCE PROJECT
STEERING COMMITTEE PLANNING FORM

APPENDIX H

PROJECT FUNCTIONS	TIME FACTORS (Ending Dates For Function)			LEADERSHIP		RESOURCE NEEDS
	DEVELOP	REVIEW	FINAL	PRIMARY IND NAME/AGENCY	SUPPORT IND NAME/AGENCY	
1. QUARTERLY REPORTS	1 Sept. 15, 75 2 Dec. 15, 75 3 April 15, 75 4 Sept. 15, 76	Oct. 1, 75 Jan. 1, 76 May 1, 76 Oct. 1, 76	Oct. 15, 75 Jan. 15, 76 May 15, 76 Oct. 15, 76	Drier - CVE Drier - CVE Drier - CVE Drier - CVE	John Hartz - CVS Walter Stein - NMU Dick Green - OSDE	Conference Call Set-up
ANNUAL REPORT	June 30, 75	July 15, 75	July 30, 75	Drier - CVE	Green OSDE	
2. LITERATURE A. SEARCH			Sept. 23,75	Axelrod - CVE	Stein - NMU	
B. REVIEW ABSTRACTS			Oct. 22, 75	Gorman - CVE Rodebaugh - CVE	Kosmo - CVS	
C. ACQUIRE MATERIALS			Nov. 30, 1975	Axelrod - CVE	Stein - NMU Kosmo - CVS	
D. ANALYZE MATERIALS			Dec. 15, 75	Authors - CVE	Authors NMU - CVS	
E. SUMMARIZE MATERIALS			Dec. 25, 75	Authors - CVE	Authors NMU - CVS	
1. STATE OF ART	Nov. 30, 75	Dec. 15, 75		Rodebaugh - (Editor)	Axelrod - CVE	
2. METH HANDBOOK	Nov. 30, 75	Dec. 15, 75		Kimmel - CVE	Drier - CVE	
3. MATERIALS A. SEARCH	Sept. 30, 75		Nov. 30, 75	All agencies		
B. REVIEW BROCHURES			Dec. 30, 75	All agencies		
C. OBTAIN MATERIALS			Jan. 30, 76	All agencies		
D. ANALYZE MATERIALS			April 30, 76	All agencies		
E. SUMMARIZE REPORT 1. METH HANDBOOK	Jan. 30, 76	April 30, 76	May 30, 76	Kimmel - CVE	Drier - CVE	
2. STATE ART PAPER	Nov. 30, 75	Dec. 15, 75		Rodebaugh - CVE	Drier - CVE	

PROJECT FUNCTIONS	TIME FACTORS (Ending Dates For Function)			LEADERSHIP		RESOURCE NEEDS
	DEVELOP	REVIEW	FINAL	PRIMARY IND NAME/AGENCY	SUPPORT IND NAME/AGENCY	
4. STATE OF ART PAPER						
A. OUTLINE	Sept. 23, 75	Oct. 15, 75	Nov. 1, 75	Kimmel - CVE	Stein - NMU All Staff - CVE	
B. ANALYZE REPORTS				Gorman - CVE Rodebaugh - CVE	Drier - CVE	
C. DEVELOP DRAFT	Dec. 25, 75			Gorman - CVE Rodebaugh - CVE	Drier - CVE	
D. REVIEW DRAFTS		Jan. 30, 76		All agencies	All agencies	
E. FINAL PREPARATION			Feb. 28, 76	Rodebaugh - CVE	Drier - CVE	
F. DISTRIBUTION			April 30, 76	Drier - CVE	NMU - CVS	
5. METHODS HANDBOOK						
A. OUTLINE	Sept. 23, 75	Oct. 30, 75	Dec. 15, 75	Kimmel - CVE	All agencies	CVE - Draft
B. ANALYZE REPORTS		April 30, 76		Kimmel - CVE	All agencies	
C. DEVELOP DRAFT			May 30, 76	Kimmel - CVE	All agencies	
D. REVIEW DRAFT		June 30, 76		Kimmel - CVE	All agencies	
E. FINAL PREP			Sept. 30, 76	Kimmel - CVE	All agencies	
F. DISTRIBUTION			Nov. 30, 76	Drier - CVE	All agencies	

PROJECT FUNCTIONS	TIME FACTORS (Ending Dates For Function)			LEADERSHIP		RESOURCE NEEDS
	DEVELOP	REVIEW	FINAL	PRIMARY IND NAME/AGENCY	SUPPORT IND NAME/AGENCY	
6. PROGRAM MODEL						
A. LIT REVIEW			Nov. 3, 75	Drier - CVE	Hartz - CVS	Library
B. LIT SUMMARY			Nov. 3, 75	Drier - CVE	Hartz - CVS	Materials
C. PREPARE DRAFT	Nov. 7, 75			Drier - CVE	Hartz - CVS	
D. Review Draft		Dec. 30, 75		Drier - CVE	Hartz - CVS	
E. DEVELOP FINAL			Feb. 18, 76	Drier - CVE	Hartz - CVS	
7. PROGRAM STANDARDS						
A. LIT REVIEW			Nov. 3, 75	Drier - CVE	Hartz - CVS	Library Materials
B. LIT SUMMARY			Nov. 3, 75	Drier - CVE	Hartz - CVS	
C. DEVELOP DRAFT	Nov. 7, 75			Drier - CVE	Hartz - CVS	
D. REVIEW DRAFT		Dec. 15, 75		Drier - CVE	Hartz - CVS	
E. DEVELOP FINAL			Feb. 28, 76	Drier - CVE	Hartz - CVS	
8. GUIDANCE FUNCTIONAL HANDBOOKS						
A. ASSESSMENT	Jan. 30, 76	Feb. 28, 75	March 30, 75	Hartz - CVS	Green - OSDE	
B. RESOURCE ASSESS	March 21, 76	April 15, 76	May 21, 76	Hartz - CVS	Rodebaugh - CVS	
C. METHODS ASSESS	April 21, 76	May 21, 76	June 21, 76	Hartz - CVS	Robebaugh - CVE	
D. GOAL DEVELOPMENT	March 15, 76	April 15, 76	May 15, 76	Kimmel - CVE	Green OSDE	

PROJECT FUNCTIONS	TIME FACTORS (Ending Dates For Function)			LEADERSHIP		RESOURCE NEEDS
	DEVELOP	REVIEW	FINAL	PRIMARY IND NAME/AGENCY	SUPPORT IND NAME/AGENCY	
E. BEHAV OBJECTIVES	March 30, 76	April 30, 76	May 30, 76	Axelrod - CVE	Drier - CVE	
F. DELIVERY PLANNING	April 30, 76	May 30, 76	June 30, 76	Rodebaugh - CVE	Green - OSDE	
G. GUIDANCE UNIT	May 30, 76	June 30, 76	July 30, 76	Drier - CVE	Rodebaugh - CVE	
H. IMPLEMENTATION	June 30, 76	July 30, 76	August 30, 76	Rodebaugh - CVE	Green - OSDE	
I. ATTITUDES-VALUES	Feb. 28, 76	March 30, 76	April 30, 76	Stein - NMU	Drier - CVE	
J. COMMUNITY RELATIONS	March 30, 76	April 30, 76	May 30, 76	Stein - NMU	Stein - NMU	
K. EVALUATION	August 30, 76	Sept. 30, 76	Oct. 30, 76	Hartz - CVS	Green - OSDE	
L. PLACEMENT	Jan. 7, 76	Feb. 28, 76	March 30, 76	Hartz - CVS	Stein - NMU	
M. FOLLOW THROUGH	April 1, 76	May 15, 76	June 15, 76	Hammerstrom CVS	Green - OSDE	
N. STAFF DEVELOPMENT	Oct. 30, 76	Nov. 21, 76	Dec. 6, 76	Drier - CVE	Stein - NMU	
9. PROFESSIONAL ARTICLES DEVELOPMENT	AVA Journal	Nov. 15, 76	Dec. 15, 76	Drier - CVE	Rodebaugh - CVE	Total Project Article
	APGA Journal	Nov. 15, 76	Dec. 15, 76	Rodebaugh - CVE	Drier - CVE	Total Project Article
	NVGA Qtrly.	March 1, 76	April 1, 76	Hartz - CVS		Placement
	AVA Journal	March 30, 76	April 30, 76	Stein - NMU		Community Relations in Rural Guidance
	ASCA Journal etc.	Jan. 30, 76	Feb. 28, 76	Drier Rodebaugh - CVE Hartz - CVS Stein - NMU		State of the Art Summary

PROJECT FUNCTIONS	TIME FACTORS (Ending Dates For Function)			LEADERSHIP		RESOURCE NEEDS
	DEVELOP	REVIEW	FINAL	PRIMARY IND NAME/AGENCY	SUPPORT IND NAME/AGENCY	
10. PACKAGING						
A. DESIGN			May 30, 76	Drier - CVE	Hartz - CVS	Professional Consultant
B. MEDIA						
C. COPYRIGHT QUESTION			Oct. 30, 76	Drier - CVE	Hartz - CVS	USOE Materials
D. CONTRACT			Nov. 30, 76	Drier - CVE	Hartz - CVS	USOE Materials
11. PROTECTION OF HUMAN SUBJECTS			Nov. 15, 76	Drier - CVE	Hartz - CVS Stein - NMU	Procedures and requirements for each agency
12. RURAL GUIDANCE: SPECIAL REPORT						
A. DEVELOP	Oct. 30, 76			Drier - CVE	All agencies	Input from all functional handbook authors
B. REVIEW		Nov. 30, 76		Drier - CVE	All agencies	
C. DEVELOP FINAL			Dec. 15, 76	Drier - CVE	All agencies	
D. SUBMIT			Dec. 31, 76	Drier - CVE	All agencies	
13. CONDUCT OF STATE WORKSHOP			Dec. 6, 76	Drier - CVE	Hartz - CVS Stein - NMU Green - OSDE	Development of Instructional Plan
14. CONDUCT OF NATIONAL WORKSHOP			Nov. 30, 76	Drier - CVE	Hartz - CVS Stein - NMU	Instructional Plan Program Material

PROJECT FUNCTIONS	TIME FACTORS (Ending Dates For Function)			LEADERSHIP		RESOURCE NEEDS
	DEVELOP	REVIEW	FINAL	PRIMARY IND NAME/AGENCY	SUPPORT IND NAME/AGENCY	
15. FINAL REPORT						
A. DRAFT	Oct. 30, 76			Drier - CVE	Hartz - CVS	Inputs from all agencies
B. REVIEW		Nov. 30, 76			Stein - NMU	
C. RINAL			Dec. 30, 76		Green - OSDE	
D. SUBMIT			Dec. 30, 76			

APPENDIX I

ABSTRACT REVIEW PROCEDURE

The abstracts for the Resource Handbook are near completion. Presently there is a need to review the abstracts and select ones that closely apply to the specifications of our project's Rural Career Guidance Methods, Programs and Resource Handbook. Also if you know of pertinent materials that are not reflected in your set of abstracts, this information would be appreciated for possible use.

You have accepted the task of reviewing a portion of the Handbook abstracts. To do this you need to be familiar with the project's model, and to follow the criteria for selection.

Below are some directions to follow when going through the selection process.

I. Review and Selection Procedure

1. Make three piles of abstracts
   - a. Ones to stay in
   - b. Ones to be eliminated
   - c. Ones that would stay in if they contained more information
2. On the abstracts that need more information, please suggest the type of information needed.

   NOTE: In some cases, publication date and/or cost figures are not provided. Do not put abstracts in the third pile because of this lack of information.
3. If you are aware of any additional materials that would be useful, provide the actual document or citation for each.
4. Please feel free to provide any editorial corrections that you deem necessary on the abstract.

II. Prerequisite to Reviewing

Be familiar with project's Model and Standards, particularly as it relates to area being reviewed.

III. Criteria for Selection of Abstract

1. Does material clearly fit the assigned categories? If not, eliminate it from catagories where it doesn't apply.
2. Can it be utilized in the rural setting by rural school staff? If not eliminate.

3. Is the abstracted item clearly identified as material related to Career Guidance.

4. If there are numerous documents that are very similar on a given topic, e.g., how to prepare for a job interview, give priority to the ones that:
   a. have unique or reputable approaches to topic
   b. have current publication dates
   c. represent a distribution of different types of materials, e.g., printed, audiovisual, manipulative
   d. are of a reasonable cost

5. Does the abstract contain sufficient information? If not, what type of information is missing? Do not eliminate an abstract on lack of information only. If it meets the above criteria, an attempt will be made to obtain more information

It would be appreciated if you could complete the review and selection process by May 21. If you can not meet this deadline, please advise.

In some areas not all materials have been abstracted. Those materials will be given to you when completed before the May 21st deadline.

[Your assistance is appreciated]

REVIEW CATAGORY STAFF RESPONSIBILITY CHART

CATAGORY	STAFF NAME	NUMBER OF ABSTRACTS REVIEW	REVIEW COMPLETION
Gifted and Handicapped	Harold Starr	10	
Minorities	Evans Curry	1	
Women	Carolyn Burkhart	15	
Self and Interpersonal Relations	Helen Rodebaugh	62	
Career Planning and Decison Making	Sandy Orletsky	58	
Life Roles	Karen Whitson, Val Axelrod	120	
Behavioral Objectives	Mary Korfhage	4	
Resource Assessment	Richard Green	5	
Career Development Needs Assessment	Andy Bush	7	
Program Planning and Implementation	Mary Korfhage	42	
Guidance Evaluation	Andy Bush	4	
Specialized Career Guidance Practices	Helen Rodebaugh	30	
Community Relations	Walter Stein (NMU)	13	
Staff Development	Harry Drier	21	
Placement Follow-Up and Follow-Through / Counseling	Sue Kosmo (CSVTE)	17	
Tests and Inventories	Robert Campbell	100 (Completed)	
Career Guidance Programs	Robert Campbell	40	

APPENDIX J

Literature And Materials Search And Review

PROCEDURAL GUIDE

FOR

RURAL GUIDANCE PROJECT

September 1, 1975

Technical Guide For Literature Review

The following is a description of the specifications and procedures to be incorporated into the Rural Guidance Project Scope of Work for the literature review.

Conduct of National Literature Search

Conduct a nationwide literature search and review for research development efforts in the areas of rural guidance, counseling, placement, follow-up and follow-through within the following parameters:

A. Parameters for Search I

1. Time Frame - 1973 to present

Previous national literature searches and reviews have been conducted prior to 1973. Since these searches and reviews have been conducted and are in-house we will not need to duplicate this effort.

2. Target Sources

a. Primary Target Sources - Search will be conducted through the use of The Center for Vocational Education's computer search capabilities and manual screening by project staff at C.V.E. Research Library.

(1) 1973 - Present - Educational Resources Information Center (ERIC)

(2) 1973 - 1974 - Abstracts of Research Materials (ARM)

(3) 1973 - 1974 - Abstracts of Instructional Materials (AIM)

(4) 1974 - Present - Abstracts of Research Materials and Abstracts of Instructional Materials (AIM/ARM)

(5) CVE (Information Services Division) Comprehensive Career Education Model (CCEM) products.

b. Secondary Target Sources

- (1) Books that have been identified as significant to this project will be screened. These books are as follows:
    - (a.) Career Guidance: A Handbook of Methods (1973) Campbell and others
    - (b.) Guidance Services in Small Schools (1950) Froehlich
    - (c.) Stimulating Guidance in Rural Schools (1964) Warburton
    - (d.) Rural Poor Students and Guidance (1971) Sweeney
    - (e.) Youth and Work (1974) Mihalka
    - (f.) Books in Print will be searched and screened from 1973 to present
- (2) Dissertation Abstracts
  Abstracts of project related dissertations will be reviewed and screened from 1970 to present
- (3) Reviews will be conducted of the following previously conducted searches:
    - (a.) Guidance Programs and Practices in Rural and Small Schools (1973) DeBlassie
    - (b.) Guidance: An Annotated Bibliography of ERIC and AIM/ARM Documents (1975)
    - (c.) Review and Synthesis of Job Placement Literature
    - (d.) Guidance, Counseling, Placement and Follow-through Systems
    - (e.) ERIC Products Reports

3. Target Population

   a. Primary targets

      (1) Rural youth and adults (K-14)

   b. Secondary targets

      (1) Rural minorities

      (2) Rural low income

      (3) Rural women

      (4) Rural gifted

      (5) Rural physically and mentally handicapped

4. Target Areas

   a. Career Guidance Methods, Materials, Models, and In-service Training

   b. Career Counseling Methods, Materials, Models, and In-service Training

   c. Placement Follow-Up and Follow-Through Methods, Materials, Models, and In-service Training

B. Parameters For Search II

Search II will have the same time frame, target sources, and population as in Search I. The target areas for Search II will be the key indexing terms of rural and small schools in conjunction with the appropriate coordinate indexing descriptors.

C. Screen Citation Cards

The screening and selection process will involve the following procedures:

Citation cards obtained from the ERIC search will be screened by staff to select those documents which seem most likely to relate to career guidance, counseling, placement, follow-up and follow-through methods, materials, models, and staff development.

D. Screening of Abstracts

Abstracts obtained from the computer and manual searches will be screened and selected in accordance with the following criteria:

Abstracts that relate to methods, materials, models, staff development within the larger framework of career guidance, counseling, placement, follow-up, and follow-through will be retained. Further screening of abstracts will determine if the literatures scope and content relate to the career guidance function elements* illustrated in Figure 1 and listed below:

1. Student assessment
2. School leavers assessment
3. Community assessment
4. Educators assessment
5. Resource assessment
6. Methods assessment
7. Goal development
8. Behavioral objectives
9. Delivery planning
10. Guidance unit development
11. Implementation
12. Placement
13. Follow-up and follow-through
14. Attitudes and values
15. Community relations
16. Evaluation

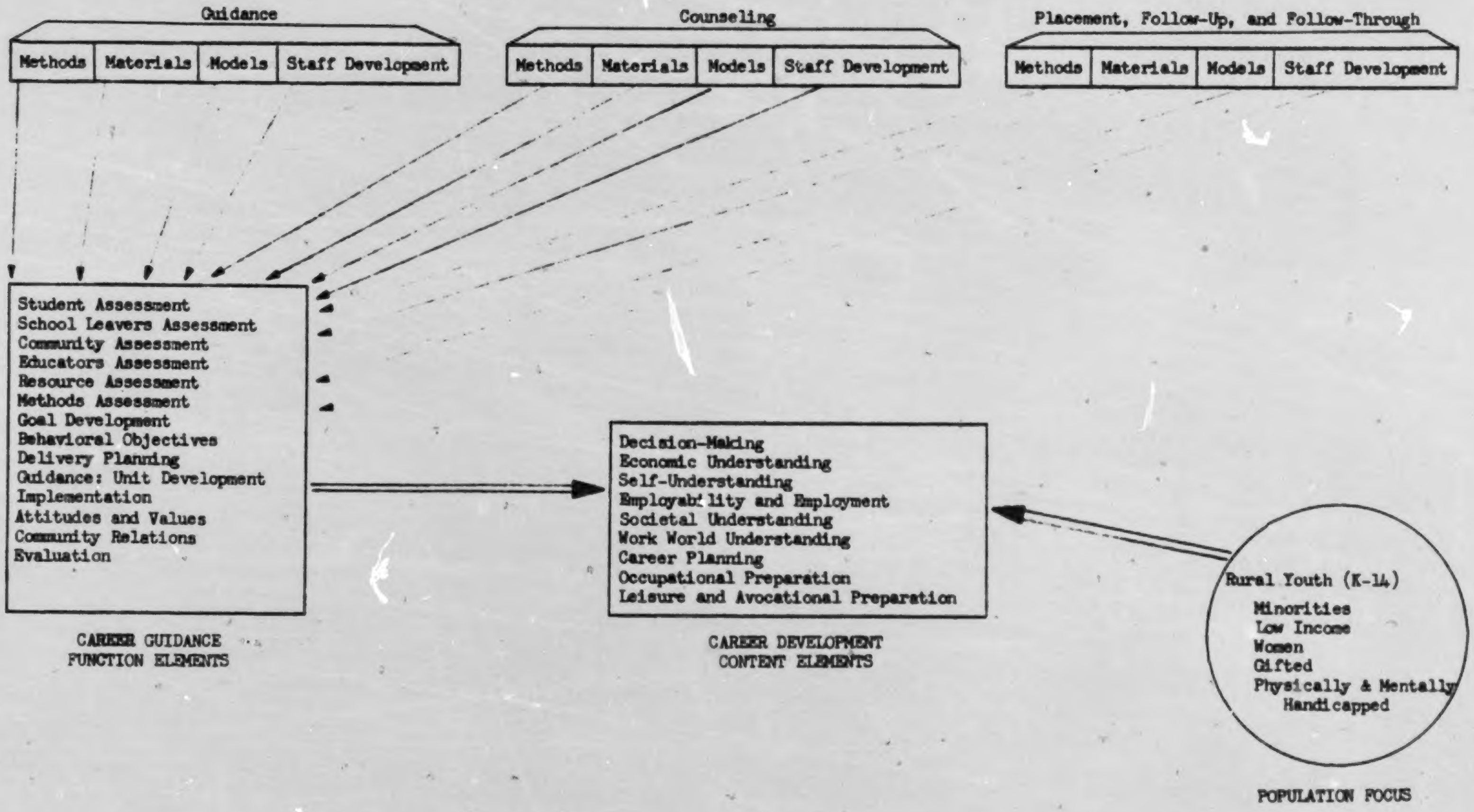
If the reviewer cannot screen the abstracts due to lack of information within the abstract, the document will be obtained.

---

*Further refinement, defining, and understandings of these functional elements will be developed by project staff at a later date.

Screening Process Criteria

FIGURE 1


Guidance
Methods
Materials
Models
Staff Development
Counseling
Methods
Materials
Models
Staff Development
Placement, Follow-Up, and Follow-Through
Methods
Materials
Models
Staff Development
Student Assessment
School Leavers Assessment
Community Assessment
Educators Assessment
Resource Assessment
Methods Assessment
Goal Development
Behavioral Objectives
Delivery Planning
Guidance: Unit Development
Implementation
Attitudes and Values
Community Relations
Evaluation
CAREER GUIDANCE FUNCTION ELEMENTS
Decision-Making
Economic Understanding
Self-Understanding
Employability and Employment
Societal Understanding
Work World Understanding
Career Planning
Occupational Preparation
Leisure and Avocational Preparation
CAREER DEVELOPMENT CONTENT ELEMENTS
Rural Youth (K-14)
Minorities
Low Income
Women
Gifted
Physically & Mentally Handicapped
POPULATION FOCUS

E. Document Acquisition and Processing

Literature acquired will be catalogued, indexed and shelved according to preliminary formating presented below:

1. Acquire documents of the abstracts retained from the screening process.
2. Control Numbering System

Each document received will be assigned a unique control number as it is received. Author, title, and date of publication will be recorded on the "Master Control Sheet". The purpose of this Master Control Sheet is to assure that each document is given a unique and sequential number (See sample).

(Sample)
Master Control Sheet

Document Control Number	Personal Author	Title	Publication Date	Corporate Author	Checke Out T
1	Jowes, J.G.	Rural School	1973	None	

In an attempt to keep track of documents as they are taken from shelves, the individual or agency that takes the document will be identified on the Master Control Sheet in the "Checked Out To" column either by the initials of CVE staff or by the numbers assigned to the following agencies:

(1) Ohio State Department of Education

(2) Northern Michigan University

(3) Center for Studies in Vocational and Technical Education
    (University of Wisconsin)

3. Shelving

Documents will be shelved in numerical order by the document's control number.

4. Cataloging Documents Received

For each document recorded on the Master Control Sheet, a set of 3 X 5 cards will be prepared.

The first card will be the Personal Author Entry Card. This card will contain the information on the sample card below and will be filed alphabetically in the A-Z card catalog.

Sample

Document
Control
Number

Author

Title

Corporate Author

Date of Publication

The second card will be the Title Entry Card. This card will be interfiled in the A-Z card catalog and will contain the information presented on the sample card below.

Sample

Document
Control
Number

Title

Author

Corporate Author

Date of Publication

Additional author cards will be prepared with the addition of Function elements and Content Elements and will be used as subject entry cards (See sample below).

Sample

Document
Control
Number

Subject Heading

Author

Title

Corporate Author

Date of Publication

F. Review of Documents

1. Documents will be reviewed in accordance with the "Document Review Form" referred to in Figure 2.

2. Review documents to determine if the scope and content of the documents relate to the Career Guidance Function Elements previously listed and the Career Development Elements listed in Figure 1 and presented below:

   a. Decision-making

   b. Economic-understanding

   c. Self-understanding

   d. Employability and employment

   e. Societal understanding

   f. Work world understanding

   g. Career planning

   h. Occupational preparation

   i. Leisure and vocational preparation

3. Each document will be further reviewed to determine its application to the target population which is primarily rural youth (K-14) but also includes concerns for minorities, low income, women, gifted, physically and mentally handicapped.

4. Upon completion of this review, documents are now ready for use in the preparation of the state of the art position paper.

G. Considerations for Outline of State of the Art Position Paper

1. Outline for the state of the art position paper will be reviewed by the National Advisory Committee, Project Steering Committee Members, and the Credibility Review Panels, and revisions will be made based upon this review.
2. The state of the art position paper should follow the preliminary outline suggested as follows:

Outline for State of the Art Position Paper

I. Introduction and Overview

Description of the unique focus of this project

Description of method used in developing the paper

Description of the unique characteristics of small schools, rural communities and rural youth

II. Career Guidance for Rural Youth

A. Methods

Description of what research says

Voids identified in the literature

B. Materials

Description of what research says

Voids identified in the literature

C. Models

Description of what research says

Voids identified in the literature

D. Staff Development

Description of what research says

Voids identified in the literature

III. Career Counseling for Rural Youth

A. Methods

Description of what research says

Voids identified in the literature

B. Materials

Description of what research says

Voids identified in the literature

C. Models

Description of what research says

Voids identified in the literature

D. Staff Development

Description of what research says

Voids identified in the literature

IV. Placement, Follow-up and Follow-through

A. Methods

Description of what research says

Voids identified in the literature

B. Materials

Description of what research says

Voids identified in the literature

C. Models

Description of what research says

Voids identified in the literature

D. Staff Development

Description of what research says

Voids identified in the literature

V. Summary

VI. References

APPENDIX K

A Comprehensive Career Guidance, Counseling, Placement, Follow-up, and Follow-through System for Rural (Small) Schools Project

In-service Guidelines

Literature and Materials
Review and Product Development
Relationships, Procedures, and Responsibilities
for
State of the Art Paper,
Guidance Function Handbooks, and
Methods Handbook

Steering Committee
Meeting

September 23, 24, 25, 1975

Table of Contents

Page

I. CVE Literature Search and Review to Date: An Overview. 164

II. Product Description 165

III. Literature and Materials Review Procedural Flow 167

IV. A. Abstract Sorting Instructions 169

B. Procedural Guidelines 171

IV. Product Development Responsibilities. 177

List of Figures

Figure Page

1. Literature and Materials Review and Product Development Relationship 166

2. Literature and Materials Procedural Flow for Product Development . 168

3. Document Review Form 173

4. Product Responsibilities 178

5. Steering Committee Planning Form 179

I. CVE Literature Search and Review to Date: An Overview

The project staff at CVE has initiated the literature search process. A computer search for research and development efforts in the areas of rural guidance, counseling, placement, follow-up, and follow-through was conducted through the use of ERIC and AIM/ARM computer systems. The computer search was conducted for materials with a publication date of 1973 or later. In addition, descriptor cards were screened by CVE project staff to assess their relevance to the project effort. After this preliminary screening, approximately 1,000 descriptor cards were retained for further processing.

The AIM/ARM computer search resulted in approximately 600 abstracts of documents related to the descriptor terms used. There abstracts were then alphabetically interfiled by author with abstracts in Guidance: An Annotated Bibliography of ERIC and AIM/ARM Documents (1975). The abstracts were compared with the ERIC descriptor cards to check for duplication. In addition, a computer print-out of abstracts for the remaining ERIC descriptor cards was obtained.

In addition to the above described efforts, the project staff established a library of materials in-house according to the procedures outlined in the Technical Plan, Appendix C.

II. Product Description

The relationship between the literature and materials review and product development are illustrated in Figure 1. The following three primary components of product development are addressed: (1) State of the art position paper, (2) Guidance Functions Handbooks, (3) and Rural Guidance Handbook: Program, Methods, and Resources. The literature and materials search and review are vital to the development of each of these products.

The state of the art position paper will present the condition and capabilities of rural schools related to career guidance, counseling, placement, follow-up, and follow-through as described in the literature. An attempt will also be made to identify existing voids in the literature and provide recommendations for further research. A suggested outline for the state of the art paper is included in the Technical Plan, Appendix C.

The Guidance Function Handbooks will provide operational guidelines for use by program implementors. Each handbook will contain the purpose, procedures, presentation techniques, sample instruments, implementation ideas, and references for implementation. The Guidance Function Handbooks will cover fifteen topical areas. The decisions for product packaging will be in accordance with the technical plan guidelines with the finalized number of handbooks undetermined at the time. A more detailed description of the content, format, and specifications for the handbooks is presented in the Technical Plan, Appendix E.

The Rural Guidance Handbook: Programs, Methods, and Resources will provide the user with abstracts of selected programs, methods, and resources that have been deemed appropriate for use in a small or rural school setting. Supporting information will be included based upon findings from the state of the art paper, the project's conceptual model and standards for a career guidance, counseling,

Literature and Materials Review and Product Development Relationships for COMPREHENSIVE CAREER GUIDANCE COUNSELING PLACEMENT Follow-up and Follow-through SYSTEM for RURAL (Small) SCHOOLS

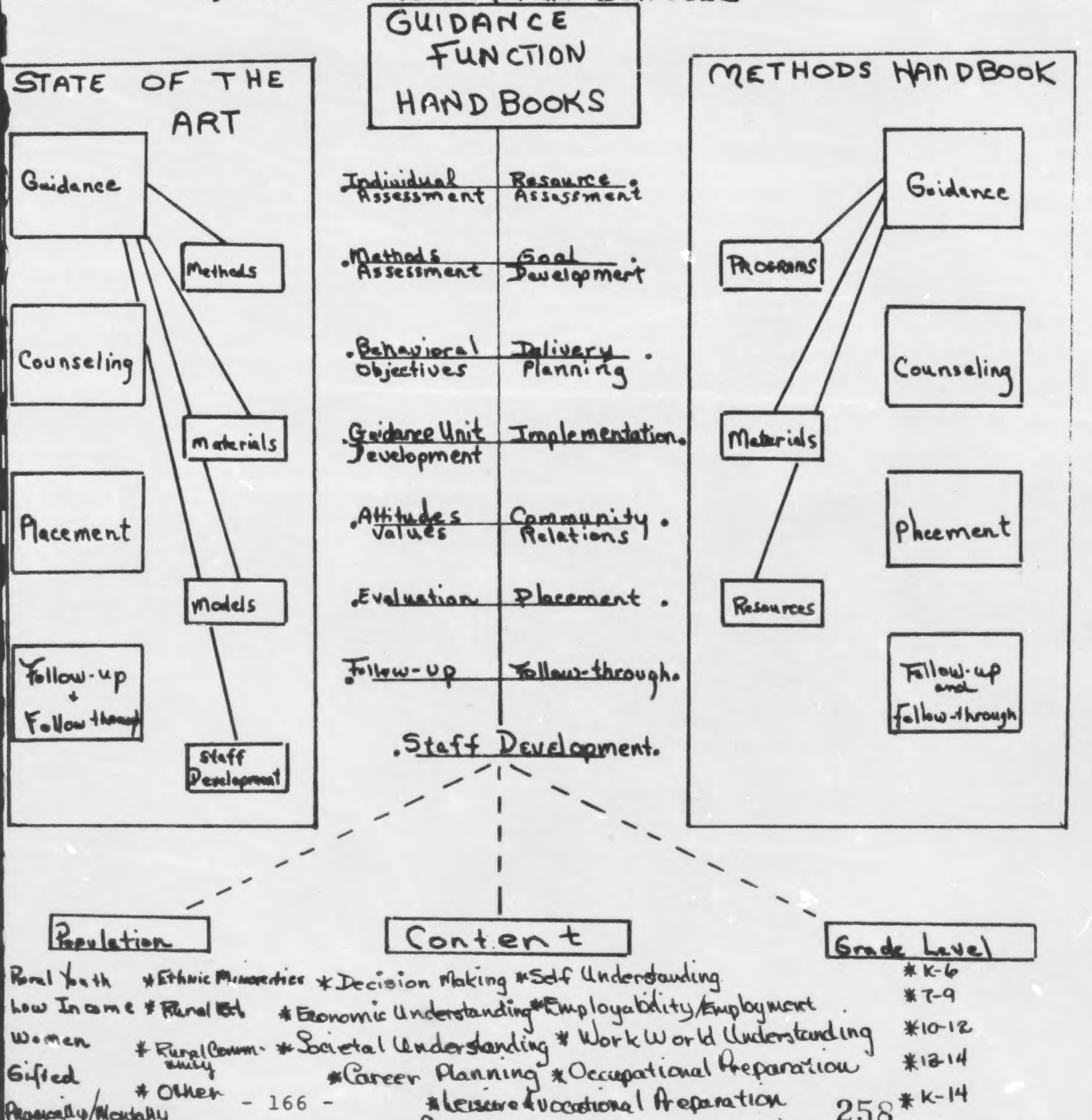

GUIDANCE FUNCTION HAND BOOKS
STATE OF THE ART
Guidance
Counseling
Placement
Follow-up + Follow through
Methods
materials
models
Staff Development
METHODS HANDBOOK
Guidance
Counseling
Placement
Follow-up and Follow-through
PROGRAMS
Materials
Resources
.Individual Assessment
Resource Assessment.
.Methods Assessment
Goal Development.
.Behavioral Objectives
Delivery Planning.
.Guidance Unit Development
Implementation.
.Attitudes Values
Community Relations.
.Evaluation
Placement.
.Follow-up
Follow-through.
.Staff Development.
Population
Rural Youth
Low Income
Women
Gifted
Physically/Mentally Handicapped
*Ethnic Minorities
*Rural Ed
*Rural Community
*Other
Content
*Decision Making
*Self Understanding
*Economic Understanding
*Employability/Employment
*Societal Understanding
*Work World Understanding
*Career Planning
*Occupational Preparation
*Leisure & Vocational Preparation
Grade Level
*K-6
*7-9
*10-12
*13-14
*K-14

figure 1

placement, follow-up, and follow-through program. The procedures for developing this handbook are outlined in Appendix F of the Technical Plan.

III. Literature and Materials Review Procedural Flow

The procedural flow for literature and materials review is presented in Figure 2. Phase 1 of the procedural flow depicts the title/descriptor and abstract search conducted by CVE. Section I, page 1, describes this undertaking in greater detail.

Phase 2 involves the abstract review process. Because of the nature of a consortium effort, it is necessary that the three cooperating agencies coordinate the work scope of the literature and materials search and review. Each abstract presently housed at CVE will be reviewed in an effort to determine its relevance to one of the major topical areas addressed by the functional handbooks. The Project Steering Committee will be actively involved in this process.* If an abstract is deemed appropriate for more than one area, copies of the abstract will be made. The agency having primary responsibility for the development of the functional handbook for a particular area will retain the relevant abstracts for further processing.

As cooperating agencies obtain additional abstracts, they should forward a copy of the abstracts to the agency having the prime responsibility for that area. The intent of the literature search and review is to get as much coverage of literature on a nationwide basis as is feasible within the personnel and time constraints.

---

*The process is specifically defined in Abstract Sorting Guideline Instructions, pages 169 - 170.

Literature & Materials

Procedural Flow
for
Product Development

THE COMPREHENSIVE CAREER GUIDANCE, COUNSELING, PLACEMENT
FOLLOW-UP AND FOLLOW-THROUGH SYSTEM FOR RURAL SMALL SCHOOLS

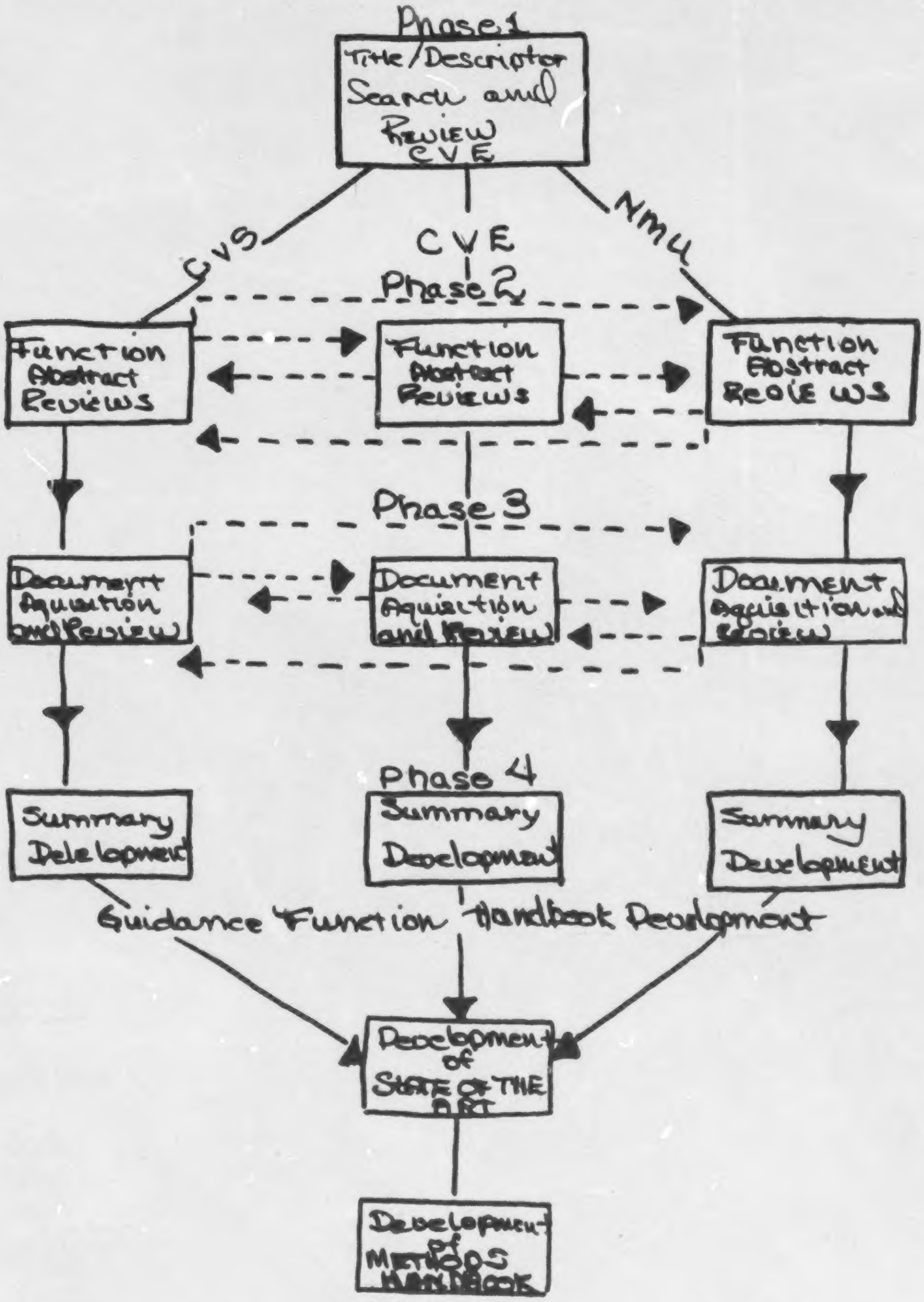

Phase 1
Title/Descriptor Search and Review CVE
CVS
CVE
NMU
Phase 2
Function Abstract Reviews
Function Abstract Reviews
Function Abstract Reviews
Phase 3
Document Aquisition and Review
Document Aquisition and Review
Document Aquisition and Review
Phase 4
Summary Development
Summary Development
Summary Development
Guidance Function Handbook Development
Development of State of the Art
Development of Methods Handbook

figure 2

Abstract Sorting

INSTRUCTIONS:

Phase I

As you are reviewing the abstracts for the first time, you should attempt to clarify all items in one of the four catagories under Content Identification (B-2). By means of the review, the reviewer should decide which functional handbook topic(s) the abstract best reflects.

After the determination of the topic(s), check at least the appropriate Functional Handbook title attached to each abstract and sort into piles by title (per Content Identification 2(A-B)).

Phase II

Each agency has been assigned a number of Guidance Function Handbooks to develop as well as associated activities for the development of sections in the state of the art paper and Rural Guidance Programs, Methods, and Resources Handbook.

Select the folders which contain abstracts for the handbooks your agency is to develop and begin careful analysis of each. Use the criteria prepared in the "Review and Product Development Procedural Guide" for the review of each abstract.

Phase III

After the total set of abstracts has been selected for further study and use, it is the responsibility of each agency to obtain in some form the complete set of documents. The following methods could be used:

1. Use of microfiche in University library.
2. Use of University library where hard copies of several documents are available.
3. Write copyright holder or author of document and attempt to to obtain (free or for charge) the hard copy.
4. If all other methods fail, contact the Ohio Center and we might be able to obtain copies.

Procedural Guidelines for Abstract Review

A. Preliminary

  1. Develop eight (8) samples of revised document review forms

  2. Give verbal instrucations

B. Activities

  1. Assemble: abstract and review form

  2. Content: Identification

    a. Function handbook area

    b. Other (i.e. Career Guides Women) - Relevant *

    c. Other - Irrelevant * *

    d. Multi-application * * *

      (1) Prioritize (i.e. 125 highest to lowest)

  3. Duplicate - (D) abstracts

  4. Physically catagorize and bind abstracts

  *5. Disseminate to project agency for specific review and summary development

    a. Obtain original document

    b. Review and summarize as per format Phase 4 - Summary Development

    c. Forward summary to CVE - retain original document for development of Guidance Function Handbook and Methods Handbook.

After the abstracts have passed through the initial screening process, each agency will acquire the document for each abstract being considered as delineated by Phase 3. Suggested procedures for indexing the documents are outlined in the Technical Plan, Appendix C. The documents will then be reviewed in accordance with the Document Review Form presented in Figure 3.

For illustrative purposes, the procedures followed in the document review process are applied below to an abstract from Rural Education and Small Schools: A Selected Bibliography.

ABSTRACT

ED 011 800 MF - $0.25, HC - $0.55
FACTORS RELATED TO THE EDUCATION AND JOB PLANS OF RURAL YOUTH
Lindstrom, D. E., Illinois Agricultural Economics,
January 1967, 9p.

This report of some of the factors influencing the educational and occupational plans of rural high school students was derived from a study of approximately 3,000 junior and senior high school students in Illinois. The study tried to determine the aptitudes and skills possessed by rural youth, to find the personal and sociopsychological characteristics of these youth, and to determine the kinds of education and training that would best fit them for the careers and occupations available to them. The author concluded that the educational and vocational needs of noncollege prone rural youth are not adequately met. These students, who comprise the majority of the graduating students of most rural high schools, do not get as much help in future occupational planning as the college prone, and are poorly prepared for the lives they face after they graduate from high school. (DD).

1. The first step in reviewing the document is to identify the subject area. In this particular instance, judging from the abstract, it appears to be most closely related to Student Assessment.

Document Review Form

(Name of Reviewer)

(Document Control Number)

Comments

	Comments	Key #	Page #
Student Assessment:	______	___	___
1 School Leavers Assessment:	______	___	___
Community Assessment:	______	___	___
Educators Assessment:	______	___	___
2 Resource Assessment:	______	___	___
3 Methods Assessment:	______	___	___
4 Goal Development:	______	___	___
5 Behavioral Objectives:	______	___	___
6 Delivery Planning:	______	___	___
7 Guidance Unit Development:	______	___	___
8 Implementation:	______	___	___
9 Attitudes and Values:	______	___	___
10 Community Relations:	______	___	___
11 Evaluation:	______	___	___
12 Placement:	______	___	___
13 Follow-up:	______	___	___
14 Follow-through:	______	___	___
15 Staff Development:	______	___	___

Check (✓) Where Appropriate

16 Rural Youth ____ 17 Rural Ed. ____
Low Income ____ 18 Rural Community ____
Women ____ 20 Other ____
Gifted ____
19 Physically and Mentally Handicapped ____
Ethnic Minorities ____

2. The population is rural youth, therefore, this would be indicated by checking the appropriate space on the Document Review Form.
3. The most appropriate grade levels are 7-9 and 10-12. Both of these classifications would be circled on the form.
4. Within the function of Student Assessment, the elements addressed include career planning and occupational preparation. The key on the "Document Review Form" is used in selecting #7 and #8 as the content elements.
5. After completing steps 1 through 4 outlined above, the reviewer will identify the components that the particular item he is reviewing may have to the development of the state of the art position paper or the Methods Handbook. In the illustration above, methods for guidance and counseling in the development of the state of the art paper will be identified by page numbers.
6. The agency completing the Document Review Form will forward copies to the agency with primary responsibility for a subject area which has been identified by this process.

Phase 4, Summary Development, is extremely important. Each summary, by agency, addressing the guidance functions, will in fact be an Issue Paper. These papers will have publication potential for professional journals, organizations, i.e. (AVA, APGA . . . .) systems such as ERIC as well as the state of the art position paper and Methods Handbook. Thus, quality products will be essential.

The format for each Guidance Function Summary to be applied to the state of the art position paper is as follows:

A. The introduction and overview section will focus on unique needs of rural youth as they apply to the guidance functions being discussed. Included will be general rural characteristics such as strengths and weaknesses, implications of the source and writer perspective.

B. Section B will contain career guidance methods, materials, models, and staff development which have been utilized in rural (small) schools.

C. The third section will consist of career counseling methods, materials, models, and staff development which have been utilized in rural (small) schools.

D. Constituting Section D will be career placement, follow-up, and follow-through methods, materials, models, and staff development which have been utilized in rural (small) schools.

E. Staff development programs, section E, that pertain to in-servicing of staff regarding the career guidance function of discussion.

F. Section F will be the general summary of methods, materials, placement, and staff development in addition to other relevant information which has been identified.

G. The final section will include recommendations and future projection for activity continuation purposes.

This summary will focus essentially on those topics or concerns that are appropriate for the state of the art paper and the methods handbook as presented in Figures 1 and 3.

CVE will use the document summaries to develop the state of the art paper and the methods handbook. The input from all agencies is vital to obtaining a comprehensive coverage of literature and materials.

Product Development Responsibilities

The primary agency responsibilities for the development of the functional handbooks are illustrated in Figure 4. CVE will have primary responsibility for the development of functional handbooks for the areas of: 1) Goal Development, 2) Behavioral Objectives, 3) Program Planning, 4) Implementation Design, and 5) Staff Development. CVS will assume the major responsibility for: 1) Individual Assessment, 2) Methods Assessment, 3) Placement, 6) Follow-up, and 7) Follow-through. The areas of Attitudes and Values and Community Relations are the prime responsibility for NMU.

Lastly, a functional form for planning Steering Committee project activities follows which includes those topics addressed in this guide. They are: 1) Literature, 2) Materials, 3) State of the Art, 4) Methods Handbook, 5) Guidance Function Handbook. Time factors, leadership, and needed resources will be identified for each of the activities by agency as an agency item for the September 24, 1975 Steering Committee Meeting, CVE.

Product Responsibilities

I	II		III
State of the Art	Function Handbooks		Methods Handbook
	Handbook	Assignment	
	1 Individual Assessment	CVS	
Guidance	2 Methods Assessment	CVS	
	3 Resource Assessment	CVS	Program
	4 Goal Development	CVE	
Counseling	5 Behavioral Objectives	CVE	
	6 Program Planning	CVE	
	7 Implementation Design	CVE	Methods
Placement	8 Attitude & Value	NMU	
	9 Evaluation	CVS	
	10 Placement	CVS	
Follow-up Follow-through	11 Follow-up Follow-through	CVS	Resource
	12 Staff Development	CVE	
	13 Community Relationship	NMU	

FIGURE 4

APPENDIX L

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

The Center for Vocational Education, The Ohio State University, has been funded by the U.S. Office of Education to develop The Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural and Small Schools. We are in a consortium with The Center for Studies in Vocational and Technical Education, Madison, Wisconsin and Northern Michigan University, Marquette, Michigan. The divisions and bureaus of guidance in the Ohio, Michigan, and Wisconsin State Departments of Education are also cooperating in this project. Please see the enclosed brochure for a description of the project.

As mentioned in the brochure, one outcome of the project is a state of the art position paper on career guidance in rural schools. A spin-off of this paper will be a programs, methods, and resources handbook for rural schools which will classify and describe programs, methods, and resources which can be utilized by rural school staff. We request your assistance in gathering information on exemplary projects in small, rural schools. Your aid is needed in identifying the top ten (10) exemplary projects in career guidance, counseling, placement, follow-up, and follow-through in small, rural schools within your state. Projects in elementary, junior high, senior high, and two year post-secondary schools should be considered. It would be appreciated if you could identify the programs and (a) forward the materials to us if you have them in your possession, (b) acquire the materials from the schools and forward them to us, or (c) provide us the names and addresses of the schools so we can contact them directly. So that exemplary programs from your state may be considered for inclusion in our product, we need your assistance by mid-October.

To assist you in your selection of small, rural schools, enclosed is a copy of our working definition of a small, rural school. Also enclosed are two forms which we would appreciate your filling out and returning to us. Form #1 includes a list of functional elements to be considered when forming a comprehensive career guidance, counseling, placement, follow-up, and follow-through program. Please consider these elements when making your selection of exemplary projects. Also, provide the names and addresses of contact people if we are to contact them. Form #2 is to be completed if you would like your state's methods and materials to be considered for inclusion in our product. If you need more copies of this form, please feel free to duplicate.

Thank you for your assistance. If you have any questions, please advise and feel free to call or write us.

Sincerely,

Harry N. Drier

Harry N. Drier
Associate Program Area Director
Vocational Development
and Adjustment

HND:kh
Enclosure

Form 1

Career Guidance, Counseling Placement, Follow-up and Follow-through for Use in Small, Rural Schools

Please list below the top ten exemplary career guidance, counseling, placement, follow-up, and follow-through programs in your state, and indicate which career guidance program elements are included in the program. Also, if you are not sending us the materials directly, please provide the names and addresses of contact people. When completed, please return to Karen Kimmel, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio, 43210.

Title of Program	Elements	Name & Address of Contact Person
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

APPENDIX M

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education, The Ohio State University, has been funded by the U.S. Office of Education to develop the Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural Schools. Enclosed is a brochure which briefly explains the project.

As mentioned in the brochure, one outcome of the project is a state of the art position paper. A spin-off of this paper will be a programs, methods, and resources handbook which will classify and describe programs, methods, and materials that could be suggested as effective for use in rural schools (K-14). We request your assistance in gathering information on various materials or approaches that pertain to career guidance, counseling, placement, follow-up, and follow-through and can be used in a rural school.

You have been referred to us by your State Department of Education as one that has an exemplary career guidance, counseling, placement, follow-up, and follow-through program. It would be appreciated if you could send us materials which you have developed that pertain to any of our career guidance, counseling, placement, follow-up, and follow-through program elements. To aid you in your selection of materials, enclosed is our current working definition of a rural school. Also enclosed is a listing of the elements of a career guidance program that might aid you.

Also provided is an information sheet that we would appreciate you filling out and sending with your program information.

Thank you for your assistance. Please feel free to write or call us with any questions or concerns.

Sincerely,

Harry N Drier

Harry N. Drier
Associate Program Area Director
Vocational Development
And Adjustment

HND:kh

Form 2

Release Form

We at The Center for Vocational Education, The Ohio State University, are developing a programs, methods, and resources handbook for rural schools and would like to refer to your materials within the handbook as those that could be used in a small, rural school. In order to do this, we need the following information. **Please fill out one form for each enclosed item costing $75.00** or less.

Title of Publication ____________________________________

Date of Publication ______________________

Cost of Publication ______________________

This publication focuses on which of the following career guidance elements: (Circle the appropriate one(s).)

1. Individual assessment
2. Methods and resource assessment
3. Goal and behavioral objectives development
4. Career guidance, counseling placement, follow-up, and follow-through program (CGP) overall planning
5. Career guidance curriculum unit development
6. CGP activity implementation
7. Values and attitudes
8. Community relations
9. CGP program evaluation
10. Specialized staff development program for CGP
11. Placement, follow-up, follow-through, special instructional activities
12. Specialized items dealing with rural youth

It is my estimation that the materials will not go out of print for at least two years.

☐ Yes ☐ No

I agree to having the selected materials classified, abstracted, evaluated and indexed.

☐ Yes ☐ No

I agree to the dissemination of indexes and abstracts to audiences across the nation.

☐ Yes ☐ No

____
Signature

____
Title

____
Date

Special Note

Because of the large volume of materials your agency might have published to date, we would appreciate special attention given to those that you feel have special value to rural schools.

Please return to Karen Kimmel, The Center for Vocational Education, -
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Rural Guidance Project
Career Guidance Functions

1. Individual Assessment - (a) student assessment of career development needs, interest surveys, aptitude tests, etc., (b) school leaver assessment of career development needs, (c) community assessment (parent and employer) of students career development needs, (d) educator assessment of student career development needs.

2. Methods and Resource Assessment - Appraisal, utilization, and accounting of the various career guidance methods available or used in the school and community and of the resources (materials, equipment, space finances, etc.) in the school and community.

3. Goal and Behavioral Objectives Development - Guides, manuals, etc., on how to develop goals and behavioral objectives for a career guidance program based upon current local data.

4. Career Guidance, Counseling, Placement, Follow-up, and Follow-through Program Overall Planning - Guides, handbooks, manuals, etc. that present overall planning consideration for a career guidance program, e.g., staffing, timing, organizing, financial, evaluation, etc.

5. Career Guidance Curriculum Unit Development - Guides, handbooks, manuals that explain how to develop an instructional or guidance unit to be used in a classroom situation that relates to infusing career guidance content into a particular discipline.

6. Career Guidance, Counseling, Placement, Follow-up and Follow-through Activity Implementation - Guides, manuals, handbooks, etc. that aid with implementing the total program. Such areas as timing, staffing, infusion points, resource availability, etc. would be discussed.

7. Values and Attitudes - (a) Items dealing with the assessment of and changing of negative attitudes staff, students, community have towards career development, (b) items dealing with assessing and overcoming stereotypic values in regards to sex, race, and social economic issues.

8. Community Relations - How to involve the community in career guidance programs and how to communicate progress to the community at the appropriate time. Items dealing with methods, techniques, resources, etc. would be useful.

9. Career Guidance, Counseling, Placement, Follow-up and Follow-through Program Evaluation - Evaluation on three levels: (a) impact of specific individual activities or units, (b) impact of any given set of guidance activities/units, and (c) recycling of student career development need information for continuous validation of program.

10. Specialized Staff Development Program for Career Guidance, Counseling, Placement, Follow-up and Follow-through Program - Any staff development programs related to career guidance.

11. Placement - Items connected with career placement programs at three levels, (a) educational placement, (b) occupational placement, and (c) special needs placement.

12. Follow-up - Items connected with career follow-up programs listing techniques, examples, procedures, etc. for effective results.

13. Follow-through - Items connected with career follow-through programs listing techniques, research results, examples, procedures, etc.

14. Special Instructional Activities - Career guidance units in the following element areas:

    Decision-Making
    Economic Understanding
    Self-Understanding
    Employability and Employment
    Work World Understanding
    Career Planning
    Occupational Preparation
    Leisure and Avocational Preparation
    Special Understanding

15. Specialized Items Dealing with Rural Youth (K-14) - Give particular attention to the populations of minorities, low income, women, gifted, and physically and mentally handicapped. This could be items dealing with basic and applied research, studies, projects, manuals, articles, etc.

RURAL AND SMALL SCHOOLS: A PROJECT OPERATIONAL DEFINITION

For the purpose of determining the parameters to be studied for the Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural (Small) Schools (CGP), it is necessary to determine what the population, educational organization, and geographic characteristics will be. After the CGP staff made a careful study of several research reports on the subject of rural schools and rural youth, we arrived at the following definition:

Rural and small schools differ around the country, but they have at least one unifying characteristic. This characteristic is that these schools serve persons who live primarily in isolated geographic locations twenty-five miles or more from the corporation limits of cities with populations of 25,000 or more, with a low population density.

Basically a rural or small school would draw its student population from farms, small towns, villages and hamlets, which would generally not exceed 2,500 in population.

Additionally, this project will concentrate on the following kinds of school organizations:

1. Non-consolidated schools which are characterized by having high school student populations below 500.

2. Consolidated schools with no student population limits, that draw primarily from small and/or rural cities, villages, townships, hamlets, etc.

While this definition is somewhat general and broad, the intent is to deal with the issues centering on communities, schools and youth that, because of their isolation from a broad spectrum of the work society, might have unique problems, limitations and concerns.

APPENDIX N (1)

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Memorandum

TO: Director of Publishing, Education Division

FROM: Harry N. Drier, Project Director

DATE: October 7, 1975

SUBJECT: Search For Commercial Materials For Use In Our Center's Forthcoming Publication On Rural Career Guidance.

The Center for Vocational Education, The Ohio State University, has been funded by the U.S. Office of Education to develop The Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural Schools. Enclosed is a brochure which explains the project.

As mentioned in the brochure, one outcome of the project is a state of the art paper. A spin-off of this paper will be a career guidance programs, methods, and resources handbook utilized in the rural schools at all grade levels. This handbook will be disseminated across the country as part of the total program package, and it will also be sold separately. Therefore, materials listed in the handbook will be brought to the attention of many teachers, counselors, and administrators.

We are requesting from you materials which you have published in the last ten years that have to do with career guidance, counseling, placement, follow-up, and/or follow-through which would be especially useful in a rural, small school system. We are primarily concerned with materials costing $75.00 or less. It would be appreciated if you could provide one free, complimentary copy of each set of materials. To aid you in your selection, enclosed is our current working definition of "rural and small schools." Also enclosed is a listing of the various elements of a career guidance program that might aid you.

For the actual materials or descriptive brochures that you send us, there is a form to be filled out and returned for each. If additional forms are needed please feel free to duplicate.

Thank you for your assistance. Please feel free to write or call us with any questions or concerns.

HND:kh
Enclosure

Form 2

Release Form

We at The Center for Vocational Education, The Ohio State University, are developing a programs, methods, and resources handbook for rural, small schools and would like to refer to your materials within the handbook as those that could be used in a small, rural school. In order to do this, we need the following information. Please fill out one form for each enclosed item.

Title of Publication ______________________________

Date of Publication ________________

Cost of Publication ________________

This publication focuses on which of the following career guidance elements: (Circle the appropriate one(s).)

1. Individual assessment
2. Methods and resource assessment
3. Goal and behavioral objectives development
4. Career guidance, counseling placement, follow-up, and follow-through program (CGP) overall planning
5. Career guidance curriculum unit development
6. CGP activity implementation
7. Values and attitudes
8. Community relations
9. CGP program evaluation
10. Specialized staff development program for CGP
11. Placement, follow-up, follow-through, special instructional activities
12. Specialized items dealing with rural youth

It is my estimation that the materials will not go out of print for at least two years.

☐ Yes ☐ No

I agree to having the selected materials classified, abstracted, evaluated and indexed.

☐ Yes ☐ No

I agree to the dissemination of indexes and abstracts to audiences across the nation.

☐ Yes ☐ No

____
Signature

____
Title

____
Date

Please return to Karen Kimmel, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

APPENDIX N (2)

RURAL GUIDANCE HANDBOOK
Programs, Methods and Resources

Developmental Procedures

Center for Vocational and Technical Education
Ohio State University

Procedures for Development of Guidance Programs, Methods and Resources Handbook for Rural Schools

I. Introduction

The procedures presented in this document will be used when developing the Guidance Methods and Resources Handbook for Rural Schools. For the purposes of this handbook, the following definitions will be used. A program is defined as any planned and organized set of career guidance methods and resources that has demonstrated impact on one or more career development needs of youth and adults. A method is defined as any planned and organized procedure, technique, strategy, or activity that serves as a means to accomplish a given goal or objective. A resource is defined as any material that is a supplement to a career guidance, counseling, placement, follow-up, and follow-through (CGP) program or method.

The handbook will be used as a part of the total Rural Guidance Project package; it will supplement the state of the art paper, the conceptual model, program standards, the procedural system for implementing a CGP program, in-service procedures, etc. Secondly, the handbook will be a document that can stand alone. The audience for this handbook will be counselors, teachers, and administrators who desire to start a CGP program or improve their existing programs.

II. Objectives

The objective of this portion of the Rural Guidance Project is to develop a handbook that project staff and review panels deem appropriate for use in rural schools. The programs, methods, and resources for this handbook will come from the results of the literature and materials searches and reviews conducted prior to the compiling and writing of this handbook.

III. Handbook Work Requirements

A. Secure Materials

The programs methods, and resources to be presented in this handbook will be secured through the literature and materials searches and reviews conducted by the Rural Guidance Project staff. These searches will include such agencies as ERIC Systems, AIM/ARM, State Departments of Education, a sample of rural schools agencies with a special interest in rural education and commercial firms. All programs, methods, and resources that are accepted through a multi-phase review process will be considered for inclusion in the handbook. All items which have gone through the multi-phase review process will be in the hands of project staff for further analysis and possible abstracting.

B. Process Materials

1. Classify Materials - The materials already will have been classified as a result of the procedures utilized in the literature and materials searches and reviews.
2. Assess Materials - The programs, methods, and resources under consideration will be put through a final screening process to determine their quality and suitability (screening process is listed in Appendix A). The programs, methods, and resources that pass the screening process will be used in abstract form in the handbook.
3. Control Materials - A control sheet will be made out for each program, method, and resource that is being considered for the

handbook. On this sheet it will be indicated if the item was put through the handbook screening process and whether it was accepted or rejected for inclusion in the handbook.

4. Abstract Materials - The positively assessed programs, methods, and resources will be abstracted following the set of procedures in Appendix B.
5. Index Materials - Materials that are to be included in the handbook will be indexed. (See Appendix C)

C. Write Handbook

1. Organize Handbook - The handbook will be organized as presented in the outline in Appendix D.
2. Write Support Material - Information for the supplementary portion of the chapters will come from the state of the art paper, the project's conceptual model and the project's standards for a career guidance, counseling placement, follow-up and follow-through program.
3. Compile Handbook - The handbook will be compiled according to the outline in Appendix D. There may be overlap of various methods, etc. For example, a method might be listed in the K-6 educational level and then again under the career development element, self-understanding.

Appendix A

Screening Process

NOTE: All programs, methods, and resources that go through this screening process have been deemed appropriate for use in a small, rural school setting and have been released by the publishing agency for use in the handbook. The purpose of this screening is to select the top X number of programs, methods, and resources to place in the handbook. The reason for the possible limiting of programs, methods, and resource for the handbook is limited time and staff.

1. All programs, methods, and resources will already be classified according to the career guidance functions, the career development element, special populations, and educational levels through the previous review process.
2. Take all methods for the career guidance function student assessment. Group together similar types of programs (same techniques, same focus, etc.) From each of these groups take the top X number according to the scores given them by the previous review. The number to select will depend upon the original number of programs and how many total number of programs are to be in this section of the handbook.
3. Repeat step #2 for methods in that section.
4. Repeat step #2 for resources in that section.
5. Repeat steps #2, #3, and #4 for the remaining programs, methods, and resources for the various classifications and sub-classifications.

Appendix B

Abstracting Procedures

The abstract should introduce the reader in a maximum of 200 words to the major concepts and components of the document. It must enable the reader to make an evaluative judgment on whether or not he/she wants to obtain this document for either further review or use.

The information in the abstract includes:

1. Document Information
   a. author(s)
   b. title
   c. publication date
   d. length
   e. where to obtain document
   f. cost
   g. ERIC #, if possible
2. Abstract-description of document
   a. content in as much detail as is feasible
   b. physical characteristics of document - printed, filmstrip, tape, etc.
   c. intended audience, e.g. special populations, grade levels, etc.
   d. implementation considerations, e.g. timing resource requirement, facility requirements, etc.

Appendix C

Indexing Terms

Career Counseling

Career Counseling Programs

Career Counseling Materials

Career Guidance

Career Guidance Materials

Career Guidance Programs

Career Counseling Method

Career Guidance Method

Career Counseling Models

Career Guidance Models

Career Placement Materials

Career Placement Programs

Rural Counseling Programs

Rural Guidance Programs

Rural Counseling Materials

Rural Guidance Materials

Career Placement Method

Career Follow-up Programs

Career Follow-up Method

Rural Placement Programs

Rural Counseling Models

The above list is a sample of index terms. A final list will be made up after the first draft of the handbook is completed.

Appendix D

Organization of Handbook

I. Introduction

Will include a discussion of the purpose of the handbook, how it is structured, strategies for the use of the handbook, etc.

II. State of the Art

Will include a brief discussion of the state of the art of rural guidance, counseling, placement, follow-up and follow-through. This discussion will be expanded throughout the various chapters of the handbook. Primary information for this chapter and all other chapters which have supplementary content will be drawn from the state of the art paper, and the project's conceptual model and standards.

III. Educational Level Considerations

A. Supplementary information taken from the state of the art paper on items to consider when developing career guidance program for various educational levels, i.e., K-6, 7-9, 10-12, 13-14.

B. List of programs, methods, and resources by author and title for each educational level

IV. Special Populations Considerations

A. Supplementary information taken from the state of the art on what to consider when developing a career guidance program which involves various populations, i.e., rural minorities, rural low income, rural women, rural gifted, rural physically and mentally handicapped, school leavers, community members, school personnel, etc.

B. List of programs, methods, and resources by author and title for each population.

V. Career Development Elements

A. Supplementary information taken from the state of the art paper on the various elements of Career Development, i.e., self-understanding, societal understanding, leisure and avocational preparation, career planning, work world understanding, employability, and employment, economic understanding, and decision-making.

B. List of programs, methods, and resources by author and title for each career development element as well as an indication of what grade level the item has been developed for.

VI. Career Guidance Functions

A. Supplementary information taken from the state of the art paper on the various functions of career guidance, i.e., student assessment (aptitude, interest, achievements, and career development needs), school leavers assessment, community assessment, faculty/staff assessment, resource assessment, methods assessment, goal development, behavioral objectives, development, delivery planning, guidance unit development, implementation, placement (occupational, educational, and special needs), follow-up, follow-through, evaluation, community relations, attitudes and values, and staff development.

B. List of programs, methods, and resources by author and title for each career guidance function.

VII. Compendium of career guidance programs listed in Chapters III - VI abstracted and place in alphabetical order

VIII. Compendium of career guidance methods listed in Chapters III - VI abstracted and placed in alphabetical order

IX. Compendium of resources listed in Chapters III -- VI abstracted and placed in alphabetical order

X. Index of programs, methods, and resources to be determined at a later date.

XI. List of agencies that have a special mission in research and/or development in the area of rural schools. Short abstract describing the mission of each agency will follow.

XII. References related to the manuscript portions of the handbook.

Outline within Chapters III - VI using Chapter III as an example.

I. Supplementary information on K-6
II. Programs for K-6
III. Methods for K-6
IV. Resources for K-6
V. Supplementary information on 7-9
VI. Programs for 7-9
VII. Methods for 7-9
VIII. Resources for 7-9
IX. Etc.

TENTATIVE SCHEDULE

Feb. 18	Complete analysis of materials collected between three agencies.
Feb. 27	Complete comprehensive list of materials to be included.
March 30	Abstracts identified or developed for all acquired methods, programs, and resources.
April 7	Identify possible voids in abstracts.
April 16	Locate and abstract materials to fill voids.
April 23	Manuscript for chapters completed.
April 30	Initial draft of handbook completed.
May 7	Handbook in the field for review.
May 30	Reviews returned and analyzed.
June 30	Revisions completed.
July 30	Print for publication.

APPENDIX O

Agreement of Services

A Comprehensive Career Guidance, Counseling,
Placement, and Follow-Through System for
Rural Schools

Application Organization:

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

Initiator:

Harry N. Drier
Rural Guidance Project Director
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

____
Name

____
Date

Transmitted by:

Dr. Robert E. Taylor
Director
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

____
Name

____
Date

Duration of Activity: July 1, 1976 - August 30, 1976

Total Funds: No Funds Involved in Agreement

Effective Date: July 1, 1976

Date Transmitted: May 10, 1976

Agreement Purpose

It has become apparent that the Rural Guidance Project at The Center for Vocational Education and the Career Development Program at the Tri County Jt. Vocational School have several similar objectives related to the development of career guidance materials for use by rural school district staff. Rather than develop materials in isolation of each other, it appears both cost effective and professionally sound for these two projects to cooperate wherever feasible. This will contribute to quality products that hold promise for rural school use.

It is proposed that three cooperative material development and inservice workshops be conducted as follows.

1. Community Assessment of Resources in Career Education
   July 6, 7, 8, 13, 14, 15, 1976
2. Community Relations and Involvement for Career Education
   July 20-24, 1976
3. Career Education and Guidance Practices
   July 27, 28, 29, 1976
   August 3, 4, 5, 1976

Hocking Valley Motor Lodge
Nelsonville, Ohio

Agreement Expectations

There are two major expected outcomes associated with this cooperative agreement. The first outcome is the review and revision of three quality career guidance handbooks, i.e., (1) Community Relations and Involvement, (2) Community Resources Assessment, and (3) Specialized Career Guidance Practices. The second outcome will be an inservice training experience in career guidance and material development, and a competence in the guidance functions contained in each handbook for those local district staff involved.

The involvement of local district staff in assisting the developers of the above handbooks will better assure that the finished products will reflect procedures that are feasible in rural communities.

Role and Functions of Cooperating Agencies
Center for Vocational Education

It is agreed that The Center for Vocational Education will provide the primary leadership and the following services for the planning and conduct of each of the three aforementioned workshops.

1. Finance all Center staff travel and lodging
2. Finance all workshop materials and supplies
3. Provide leadership in the preparation of a resource library for use at each workshop
4. Detailed agenda and training materials
5. Provide primary workshop leadership and facilitation
6. Pre-workshop communication with all participants
7. Supply single copies of workshop developed materials to all participants
8. Supply one complete set of rural guidance materials to career development program director

Tri County Joint Vocational School

1. Promote workshops
2. Confirm up to ten participants per workshop
3. Arrange for and provide meeting facilities
4. Finance all expenses related to participants' involvement
5. Provide supportive help in conducting development workshops
6. Provide supportive help in developing and/or reviewing workshop plans and training materials

Proposed Workshop Structure

This agreement is entered with the understanding that The Center for Vocational Education prior to any of the three workshops will have accomplished the following tasks:

1. Developed basic handbook drafts.
2. Develop techniques for permitting workshop staff review and development of revision suggestions for handbooks.
3. Develop techniques for permitting workshop staff to input detailed suggestions for handbook related process procedures, methods for implementation and establishment of simulated materials.

The following is a brief outline of the program that will be used at each workshop:

1. Orientation Activities
    a. Orientation to Rural Guidance Project
    b. Orientation to workshop objectives and the roles of all leaders and participants
    c. Orientation to purpose, structure and expectations for the workshop related handbook
    d. Orientation to pre-workshop prepared materials
2. Review and Reaction Activities
    a. Review and react to pre-workshop prepared handbook draft
    b. Provide revision suggestions
    c. Review and react to workshop developed materials and suggest revisions

3. Development Activities

   a. Development of Career Guidance Process Procedures

   b. Development of Career Guidance Implementation Procedures

   c. Development of Career Guidance Simulated Suggestions

Methods of Cooperative Work and Communication

It is agreed that the Directors of both the Rural Guidance Project and the Career development program will conduct the following levels of cooperative planning and coordination communication.

1. Provide telephone communications both prior to and during the workshop periods
2. Conduct planning meetings prior to all three workshops
3. Be involved in cooperative workshop on site leadership and monitoring

Budget: There will be no exchange of funds between the two agencies as reflected in the agreement section titled "Roles and Functions of Cooperative Agencies."

Agreement Acceptance

Tri County Joint Vocational School
Nelsonville, Ohio

by:

NAME: Tom C. Porter, Superintendent, Tri County Vocational School
TITLE: Superintendent, Tri County Vocational School

DATE: ______________

by:

NAME: John Meighan
TITLE: Director, Career Development Program

DATE: ______________

APPENDIX P

Resource Assessment Developmental Workshop
Nelsonville, Ohio - July 6-8, 13-15, 1976

The Center for Vocational Education Staff
Conducting Workshop:

Richard E. Green
Harry N. Drier
Helen M. Davis
Karen S. Kimmel

Participants:

John E. Meighan
Samuel C. Heady
Richard Bowman
Ruth Brown
Linda Crowl
Cindy Hartman
Ronald Motter
Terri Wagner
Janyce Williams

APPENDIX Q

Evaluation Developmental Workshop
Nelsonville, Ohio - October 19-22, 1976

The Center for Vocational Education Staff Conducting Workshop:

Helen M. Davis
Harry N. Drier
Valija Axelrod

Participants:

John E. Meighan
Samuel C. Heady
Richard Bowman
Roger Combs
Elizabeth Elmore
Cindy Hartman
David Lott
Ronald Motter
Jacalyn Osborne
Barbara Wolfe

APPENDIX R

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

August 20, 1976

Dr. John E. Meighan, Director
Career Development Program
Tri County Joint Vocational School
RR #1, State Route 691
Nelsonville, Ohio 45764

Dear John:

As follow up of our phone conversations, I would like to confirm the following date for developmental workshop purposes:

September 21, 22, 23, 1976 - Staff Development
October 19, 20, 21, 1976 - Evaluation

It is our intentions to have two or three of our project staff travel to the Hocking Valley Motor Lodge to work with you and your staff during the above dates. I am quite sure than Val Axelrod and I will be in attendance for both workshops, and based upon work schedule, hopefully Helen Rodebaugh.

Our plans for the Staff Development effort are to:

1) Determine competencies needed by faculty, staff and other support personnel for the planning, development, implementation, and evaluation of the Rural Guidance Program materials.

2) Develop a procedure on how local staff development leaders can identify competency needs of concerned individuals.

3) Develop procedures for translating competency needs into staff development activities at the local school or district level.

4) Develop examples of staff development approaches for e.g., a) subject matter based guidance, b) planning, c) community involvement and placement, and d) etc.

5) Develop procedures for evaluating staff development activities and supportive examples.

Our plans concerning evaluation are not as clear as staff development to date. One reason for this is that we must first analyze the extent to which activity level evaluations are built into each of the other handbooks and move on from there. The handbook needs to consider through detailed planning, ideas for systematically conducting activity level evaluations plus total process type efforts. During the next month, we will be developing more specific specifications for our evaluation efforts.

In summary, our staff will come to the meetings with the handbooks fairly well thought through and developed. Our time together will be one of review, modification and some development work.

We are looking forward to this continuing involvement with your staff and feel that the experience will be equally rewarding for them.

Sincerely,

Harry N. Drier, Director
Rural Guidance Project

HND/rgs

APPENDIX S

Career Guidance Practices Developmental Workshop
Nelsonville, Ohio - July 27-29, August 3-5, 1976

The Center for Vocational Education Conducting Workshop:

Helen M. Davis
Harry N. Drier
Karen S. Kimmel
Valija Axelrod
Richard E. Green

Participants:

Suzette Adams
Frances Baker
Cynthia Boger
Richard Bowman
Roger Combs
Kimberly Culp
Jerry Eddy
Elizabeth Elmore
Edith Hardy
Cindy Hartman
Samuel C. Heady

Rose Knight
Nancy Leddy
Ronald Motter
Inez Mullins
Jacalyn Osborne
Donna Slagle
Sally Smart
Karen Vedder
Sandra Wilson
Barbara Wolfe

APPENDIX T

Community Relations and Involvement Developmental Workshop
Nelsonville, Ohio - July 21-24, 1976

Northern Michigan University Staff Conducting Workshop:

Walter M. Stein

The Center for Vocational Education Staff Conducting Workshop:

Harry N. Drier
Valija Axelrod

Participants:

Sue Altic
Roger Combs
Mary Ann Flournoy
Samuel C. Heady
Jim Kalkbsch
Diana McCauley
Ronald Motter
Jacalyn Osborne
Barbara Wolfe

APPENDIX U

Staff Development Review Workshop
Nelsonville, Ohio - September 21-24, 1976

The Center for Vocational Education Staff Conducting Workshop:

Harry N. Drier
Valija Axelrod
Karen S. Kimmel

Participants:

John E. Meighan
Samuel C. Heady
Richard Bowman
Roger Combs
Elizabeth Elmore
Cindy Hartman
David Lott
Ronald Motter
Jacalyn Osborne
Barbara Wolfe

Rural Guidance Project
National Advisory Committee Meeting
September 26, 1975

TENTATIVE AGENDA

8:00 - 8:30	Pick up at Holiday Inn and travel to The Center for Vocational Education
8:30 - 9:15	Welcome and Introductions
9:15 - 10:15	Project General Overview
10:15 - 11:15	Specific discussions of proposed Project outputs
	a. Literature and Materials Search and Review
	b. State of the Art Paper
	c. Program Model and Standards
11:15 - 11:30	Tour of The Center
11:30 - 1:00	Scheduled Luncheon
1:00 - 3:00	Continue discussions of proposed Project outputs
	d. Credibility Review Panels
	e. Rural Guidance Methods Handbook
	f. Placement, Follow-up and Follow-through Handbook
	g. Other Guidance Function Handbooks
	h. In-service Training Handbook
3:00 - 3:30	Future Role of National Advisory Committee
3:30 - 4:00	Wrap up

APPENDIX V

Rural Guidance Project
Steering Committee Meeting
September 23, 24, and 25, 1975

TENTATIVE AGENDA

September 23 (For those members who can attend all or part of the pre-Steering Committee Meeting)

8:30	Pick up at Holiday Inn and travel to Center
8:45	Review Literature Search Abstracts
	Sort abstracts per Function Handbook
	Analyze sets of abstracts assigned to each agency
	Prepare to order or acquire documents for selected abstracts
12:00	Lunch
1:00	Review Materials Search and Review Procedures
	Review materials already in-house for agency use
3:00	Development of Quarterly Reports
4:30	Set agenda for 24-25
5:00	Adjourn

September 24

8:30	Motel pick up
8:45	Introductions and welcome
9:00	Project General Overview (Tech Plan)
10:00	Agency progress report (Credibility Review Panels, Quarterly Report, agency project organization, relationship with State Departments of Education, other major activities, projected planned activities, etc. (30 minutes per agency)
11:30 - 12:00	Discuss agency projected responsibilities
12:00 - 1:00	Lunch

TENTATIVE AGENDA

r 24 (Continued)

1:00 - 4:45	Continue discussion of agency projected responsibilities
	Specific discussions of proposed project outputs
	a. Literature and Materials Search and Review
	(1) Functional Handbooks application
	(2) State of the Art application
	(3) Resource Handbook application
	b. State of the Art Paper
	c. Program Model and Standards
	d. Credibility Review Panels
	e. Rural Guidance Methods Handbook
	f. Placement, Follow-up, and Follow-through Handbooks
4:45 - 5:00	Set agenda for 25th

September 25

8:30	Motel pick up
8:45	Specific discussions of specific proposed project outputs
	g. Guidance Function Handbooks
	h. In-service Training Handbook
	i. State and National level workshops
11:00 - 12:00	Discussion of National Advisory Committee Role
12:00 - 1:00	Lunch

September 25 (Continued)

1:00 - 3:30 Finalize short range responsibilities and time considerations for:

- a. Literature and Materials Search and Review
- b. State of the Art Paper
- c. Model and Standards
- d. Placement, Follow-up, and Follow-through, and Methods Handbook

Set agenda and role for National Advisory Committee Meeting

3:30 Pick up National Advisory Committee Members

Prepare for roles on 26th

Rural Guidance Project
National Advisory Committee Meeting
September 26, 1975

TENTATIVE AGENDA

8:00 - 8:30	Pick up at Holiday Inn and travel to The Center for Vocational Education
8:30 - 9:15	Welcome and Introductions
9:15 - 10:15	Project General Overview
10:15 - 11:15	Specific discussions of proposed Project outputs
	a. Literature and Materials Search and Review
	b. State of the Art Paper
	c. Program Model and Standards
11:15 - 11:30	Tour of The Center
11:30 - 1:00	Scheduled Luncheon
1:00 - 3:00	Continue discussions of proposed Project outputs
	d. Credibility Review Panels
	e. Rural Guidance Methods Handbook
	f. Placement, Follow-up and Follow-through Handbook
	g. Other Guidance Function Handbooks
	h. In-service Training Handbook
3:00 - 3:30	Future Role of National Advisory Committee
3:30 - 4:00	Wrap up

RURAL CAREER GUIDANCE PROJECT

STEERING COMMITTEE MEETING

A COMPREHENSIVE CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH SYSTEM FOR RURAL SCHOOLS

November 13 & 14, 1975

Green Bay, Wisconsin

PRESENT: John Hartz - Center for Studies in Vocational and Technical Education
Walter Stein - Northern Michigan University
Harry Drier - Ohio Center for Vocational Education

PURPOSE:

The agenda items for this meeting were separately developed and shared across the three grantee agencies prior to the conduct of the meeting. Copies of agenda items are attached.

The overall purpose of this Steering Committee Meeting was to clarify issues that presented difficulty in the effective conduct of the consortium project. These issues were classified as follows: (1) Agency roles and responsibilities, (2) Budget, (3) Material development timing, (4) Project conceptualizations, and (5) Communication procedures.

The following minutes are organized around major issues that were discussed and resolutions that were made, followed by any follow-up activity necessary.

1. Project Brochure Modification

The existing project brochure is being changed to more fully reflect the involvement of the three agencies in the consortium. The changes follow:

A. Inside left column, first paragraph: Change the wording from "is being developed by The Center for Vocational Education in consortium with" to read "is being developed in consortium by The Center for Vocational Education, the Center for Studies . . ."

B. Front cover:

(1) Drop The Center for Vocational Education logo.

(2) Bring State of Wisconsin in a touching position with the Upper Peninsula of Michigan.

(3) Add word counseling to title on front cover.

(4) List full name of each agency in approximation to the star on their state in graphic.

Follow-up: Four hundred copies of new brochures will be sent to CVS and two hundred copies to NMU upon completion.

2. Project Inquiries

CVE passed out an up-to-date listing of all persons who have inquired through CVE about the project. It was agreed that NMU and CVS will send to CVE all listings of persons/agencies that have inquired about the project through their agencies to date, and will send additional lists on at least a quarterly basis. CVE will develop a central file (Rollex and labels) and will make available at any time a complete listing, in label form, to NMU or CVS for information dissemination purposes.

Follow-up: NMU and CVS will send to CVE copies of complete names and address of all persons who have made project inquiries.

3. Standard Methods for Incoming and Outgoing Project Correspondence

CVE shared standard letters that are being used currently in Columbus to respond to inquiries. It was suggested that each agency have some form of standard response letter for inquiries to save time. NMU and CVS will share their letters when developed.

Secondly, when any institution adds information beyond the standard letters that deals with the operation of the project, a carbon of such correspondence will be shared. It is necessary to send out carbons together on no more than a weekly basis.

Follow-up: Agencies will send each other carbons of any letters developed prior to the date relating to the above.

4. Roles and Responsibilities for Project Management

(Refer to Section V, Pages V-1 through V-17 Technical Plan document furnished at September Steering Committee Meeting).

It was agreed that for effective consortium operation, one institution needs to be identified as the consortium manager. It was further agreed that CVE would be responsible for such management with Harry Drier as consortium director and Helen Rodebaugh as assistant consortium director.

The included revised Section V - Management Procedures and Responsibilities represent other changes that were agreed upon.

Follow-up: It was agreed that within one week after the Green Bay Steering Committee Meeting, NMU and CVS would send any additional revision suggestions to CVE for Section V "Management Procedures and Responsibilities."

5. Budget Discussion

After careful examination of the various versions of CVE's, CVS's, and NMU's detailed budget breakdowns, many monetary misunderstandings were overcome. The problem had been that all responsible parties have not had an historical set of project budgets to see the original planning and modifications made due to U.S.O.E.'s cut in the CVS and CVE proposal budgets.

Attached to this set of minutes is a complete budget documentation for all four consortium agencies for the project directors' files.

It was agreed that when major budget line item shifts are made at any one agency, this will be communicated to the other agencies for informative purposes.

CVE will communicate to NMU and CVS on a quarterly basis their line item budget expenditures as they relate to their individual sub-contract agreements along with a quarterly progress report.

A discussion regarding how CVE's May 1975 negotiations with U.S.O.E. effected the project's scope of work, ended with the following understandings:

A. Reduction in the amount of support we would give to national leaders for attendance at the national workshop. We expressed an interest in conducting a Pre-AVA National Convention Seminar on the Rural Guidance Project. The invitational seminar would be for individuals at the State Department of Education level at each of the fifty states. We hope that these persons will plan on attending the AVA convention anyway and will cover their own expense.

B. We reduced the printing line item so that rather than pricing for 200 complete printed copies of the Rural Guidance Project materials, we will now only be able to print approximately 150. It was decided that at the Steering Committee Meeting at the end of the fifth quarter of the contract, we will analyze the possibility of utilizing other line item funds to enable the printing of up to 200 copies for each state. We will attempt to utilize monies from all three budgets to facilitate this additional printing.

Follow-up: CVE will send NMU and CVS a full historical documentation of the three agency budgets. See attached.

6. Ownership of Accumulated Project Materials

The following ownership of purchased materials and ownership of the free materials acquired by all three agencies were discussed.

Our agreement is that at the end of the project an assessment will be made as to: (a) What materials have been acquired and are available, and (b) What future needs there are for each agency to use any or all of the materials.

In the case that the consortium will no longer be in operation, a possible resolution might be to put together all the resources related to any of the Guidance Function Handbooks that have been developed, and place these materials at the agency that took the lead responsibility for such development. Placement of these materials in a given agency would result in ownership.

Follow-up: All agencies should keep exacting records of materials obtained, using the coding system developed by CVE. (CVS start with 5000 and run up to 7999, and NMU start with 8000 and run through the highest number needed.

7. Considerations Regarding Allocating Project Monies, Resources, and Time to Non-project Related Activities

While this isn't a problem presently at any of the three agencies, the discussion centered around our responsibility as project directors to assure our sponsor that the funds allocated for this project are in fact utilized for this purpose. All project directors would continue to oppose pressures that would result in utilizing staff time and line item dollars for such activities as:

A. Agency proposal development not related to extension of this project.

B. Travel for non-related project activities.

C. Field service not directly related to project activities.

D. Etc.

Follow-up: If a major problem would exist in any of the three agencies regarding the above, this would be a major agenda item for our weekly conference call. The concept here is that we all are appraised of any major budget or staff time deviation which might ultimately reduce the possibility of delivering quality products on time.

8. Utilization of Existing Agency Products for Current Product Development

It was agreed that to the extent possible, our current existing agency products should be considered as a part of the existing literature and that any or all of these products be utilized accordingly. Special focus was given to: (a) CVE - CPSS and Career Education Materials, (2) CVS - Placement Materials, and (3) NMU's State Department of Education's Career Guidance Developmental Guidelines.

Follow-up: If any one agency uses major portions of another agency's materials for this project, this information should be communicated. It might be necessary for copyright holding agencies to secure permission for its use.

9. Product Development Deadlines

After long discussion about the scope and sequence of our planned product developments, the following changes have been made:

A. Placement

October 30, 1976	Start Development	1.5.1.1.A
May 30, 1976	Ready for Review	1.5.1.2A
June 30, 1976	Out of Review	
July 30, 1976	Final Draft Completed	1.5.1.3A

G. Community Relations

February 28, 1976	Start Development	1.5.1.1.G
April 30, 1976	Ready for Review	1.5.1.2.G
May 30, 1976	Out of Review	
June 30, 1976	Final Draft Completed	1.5.1.3.G

H. Follow-through

May 30, 1976	Start Development	1.5.1.1.H
June 30, 1976	Ready for Review	1.5.1.2H
July 30, 1976	Out of Review	
August 30, 1976	Final Draft Completed	1.5.1.3H

Model and Standards

October 15, 1975	Start Development	1.3.1.1
December 21, 1975	Ready for Review	1.3.1.2
January 30, 1976	Out of Review	
February 28, 1975	Final Draft Completed	1.3.1.3.

State of the Art Paper

October 15, 1975	Start Development	1.2.1.4
January 25, 1976	Ready for Review	1.2.1.5
February 28, 1976	Out of Review	
March 30, 1976	Final Draft Completed	1.2.1.6

Follow-up: While a rough draft of the updated work flow network is attached, a final version will follow within a few weeks. I will also attempt to see if we can get blown up versions of the Network made for NMU and CVS use.

10. Effective Use of Credibility Review Panels

The general discussion centered around all of us being sensitive to the way in which we work with the 170-plus credibility review panel members, realizing that they are unpaid consultants. We need to make sure that we space our flow of materials to them and that we furnish complete Function Handbooks so that they review and react to a total set of information at one time rather than parts over time.

Agreements:

A. Placement materials will be sent to the panel as a total package on or before May 30, 1976.

B. Evaluative instruments used with panels need to be strong enough to surface useable revision data.

C. Evaluative instruments need to utilize checklists as well as open ended response space for collection of revision data.

D. Need a common format for all instruments even though questions will be different on each.

E. Authors of literature summaries should develop the questions that could be used on the first instruments at the time they submit summaries. Steering Committee members will review and react to their questions within one week so that authors can complete their own review instrument.

11. Model and Standard Paper

A decision was made that the use of the terms model, domains, elements, and concepts should replace those of model and standards. An out-line of the paper (Table of Contents) was presented and no major changes were suggested at this time.

A copy of the content and process model was presented and minor changes were suggested as follows:

Drop the title of Placement from the Domain now titled, "Career Placement Securing and Maintenance.

This if felt necessary so that we don't have confusion with the process model which used the title Placement, representing a major function of guidance delivery.

Drop the grade level numbers off the back end of the model.

Attempt to redraw the process model so that there is a clear distinction among management process steps, Program Development, and those functions which support guidance activities for the student.

Lastly, it was pointed out that this model paper cannot make extensive claims regarding its validity. Its intent and purpose is to give conceptual direction to guidance leaders in the schools, who are professionally trained to make modifications before use. Two months time to study the literature and develop this document is not sufficient to bring a high degree of rigor to it. All attempts will be made, with the staff and time available, to make the conceptualization as sound as possible.

Follow-up: CVS will send NMU and CVE, Dr. Perrone's material as well as any other information that would assist CVE in the development of the model, elements, and concepts paper. NMU will likewise send any materials that either support the initial model or would suggest expansion.

12. Degree of Occupational Slant to Total Product Package

The domains in the conceptual model have been changed as follows:

A. Employability and employment skills - to - Career life role placement securing and maintanence.

B. Occupational Preparation - to - Career life role preparation.

Furthermore, the elements and concepts that will be developed to describe these expanded domains will carry a much broader life role inference rather than just the work life role.

13. Credibility Review Panels Organization Progress

Ohio - Five Panels organized and ready to meet sometime in December for the review of the Model, Elements, and Concepts Paper.

One panel near completion.

Michigan - Two panels completely organized.
Two panels near completion.
There will be approximately nine members on each.

Wisconsin - Three panels completely organized and commited
One very close to finalization.
Two still in negotiations.
Every attempt is being given to the establishment of six panels with broad geographic and professional and lay participation distribution.

Follow-up: NMU, CVS, and O.S.D.E. will send complete names, titles, addresses, etc. to CVE so that a file can be established for all credibility review panels.

14. Standard Format for Weekly Conference Calls

Telephone calls will be conducted each week at an agreed upon time and date. The next call will be on Monday, November 24, 1975 at 10:00 AM Eastern Standard Time.

During this discussion, and all that follow, Steering Committee members will set the time, date, and agenda for the next telephone call.

CVE will initiate telephone calls unless otherwise determined.

CVE will make arrangements to have Kit Hickey on the conference call network to take detailed notes on discussions. Within two to three days after each call CVE will send copies of minutes to NMU, CVS and O.S.O.E. It is hoped that these minutes then could be shared with agency management staff as well as with project staff that do not take part in the discussions.

Follow-up: Each agency will prepare for each conference call using the following format:

Format - Suggested

A. three agency progress reports
B. three agency problem reports
C. future goal setting
D. discussion on project procedures, budgets, etc.
E. other new business

The agency initiating the telephone call will start the process with the other agencies following.

Follow-up: CVE will call at 10:00 AM Eastern Standard Time November 24, 1975.

15. Future Proposal Writing

It was agreed that the three consortium agencies will attempt to develop proposals for NIE, U.S.O.E., Office of Career Education, etc. to extend the present Rural Guidance project.

Enclosed is a short abstract describing one possible way of competing for 1976 U.S.O.E., B.O.A.E. Research Part "C" monies.

Follow-up: NMU and CVS will share any ideas they have for other possible proposals at the earliest date.

Once a decision is made by the Steering Committee members, backed by their institution's administration, to generate a consortium proposal a meeting will be called for joint brainstorming and writing purposes.

16. Institutional Credits on Final Products

Front Cover: Institutional Identification - The institution that has primary responsibility for the development of a product will be listed first followed by the other institutions in alphabetic order.

Title Page: The primary person(s) with major writing and engineering responsibility for the product development will be listed on the title page and other contributors that helped in any significant way will be listed on the acknowledgement sheet. All NMU, CVE, CVS, O.S.C.E. staff will then be listed on the title sheet or the acknowledgement sheet for every published document. Please review the enclosed title sheet which shows a standard format that is suggested for all final products.

Acknowledgement Sheet - Format

Contributors
National Advisory Committee
State Department of Education Coordinators
Special Project Advisors

NOTE: see attached example

Credibility Review Panel Members

List all names by state. Possible placement might be on the inside of back cover.

We will give special attention to the four Michigan CEPD Coordinators for the excellent assistance that they are providing.

NOTE: see attached example

Rural Career Guidance Project

Steering Committee Meeting

A Comprehensive Career Guidance,
Counseling, Placement, and Follow-Through
System for Rural Schools

February 11, 1976

Wahington, D.C.

Present:	Harry N. Drier	Ohio Center for Vocational Education
	Helen D. Rodebaugh	Ohio Center for Vocational Education
	John Hartz	Center for Studies in Vocational and Technical Education
	Walt Stein	Northern Michigan University

The Rural Guidance Project Steering Committee met in Washington, D.C., February 11, 1976 in conjunction with the Second Annual Career Education Forum. Members attending were representative of each of the consortium agencies.

PURPOSE: The overall purpose of the February Meeting was to expedite the facilitation of project activities through a thorough examination of proposal specifications as compared to in house technical plans. Clarification and refinement of definitions of primary, secondary, and joint roles and responsibilities was the primary objective of the meeting. The resolution for definitation of staff and agency roles and responsibilities was addressed by each agency director agreeing to develop a document with highly detailed interpretations of the proposal contracted with USOE. This technique was chosen to identify areas which needed clarification or change to be congruent with the original agreements by the consortium participants and USOE.

Plans were made to hold a workshop session for further Model and Standards development by the joint efforts of CSVTE and CVE as defined in the proposal.

Tenative plans were made for an April Steering Committee meeting in conjunction with the American Personnel and Guidance Association convention in Chicago, Illinois, preceding the adjournment of the meeting.

APPENDIX W

Rural Guidance Project
National Workshop for State Supervisors
December 9, 1976
8:30 am - 4:00 pm
Sheraton-Houston Hotel

State Department of Education Personnel Represented

S. Dale Ake
Student Services
Knott Building
State Department of Education
Tallahassee, Florida 32303

Joe Tokash
Vocational Guidance
Texas Educational Agency
201 E. 11th Street
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Carl Ritenour
Project Director
Career Competency/S. Dakota VIEW
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Huron, South Dakota 57350

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Des Moines, Iowa 50319

Jo Hayslip
New Hampshire State Department
64 North Main Street
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Marion F. Starr
State Coordinator, Career Education
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Secondary Education
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Tom Hollingsworth
Guidance and Counseling Section
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Oklahoma City, Oklahoma

Joe McDaniel
State Supervisor of Vocational Guidance
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Cecilia Lovette
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Constance Dardin
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Gladys Finney
State Department of Education
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Jenne Garvey
State Coordinator for Career Education
Department of Education
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Lincoln, Nebraska 68508

Gladys Abad de Sanchez
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Jim Conkwright
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Lou Perry
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Frankfort, Kentucky 40601

James Anderson
Career Guidance Consultant
Wyoming Department of Education
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Cheyenne, Wyoming 82001

Doug Hammer
State Vocational Department
506 North 5th
Boise, Idaho 83720

Nellie R McCool
Supervisor, Guidance and Job Development
Division of Occupational Education
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(Colorado State Board of Community Colleges
and Occupational Education)
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Denver, Colorado 80203

Corry M. Hutchens
Alabana State Department of Education
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Montgomery, Alabama 36130

Kim Powers
Consultant, Career Education and Guidance
Division of Vocational Education
120 W. Market Street, 16th Floor
Indianapolis, Indiana 46204

Giles Shivers
Arizona Department of Education
Guidance Section
1535 W. Jefferson Street
Phoenix, Arizona 85007

Others in Attendance

Harry Drier
Karen Kimmel
The Center for Vocational Education
The Ohio State University
Columbus, Ohio

Susan Kosmo
Carol Kowel
Winconsin Vocational Studies Center
University of Wisconsin
Madison, Wisconsin

Sandra Hampton
School of Education
NMU
Marquette, MI 49855

Richard Green, Consultant
Division of Guidance and Testing
Ohio State Department of Education
Room 903
65 South Front Street
Columbus, OH 43215

Charles Weaver, Project Director
NMU
Marquette, MI

National Advisory Committee Members in Attendance

Dr. George Leonard
Professor
College of Education
235 Education
Wayne State University
Detroit, MI 48202

Gaylord Unbehaun
Superintendent of Schools
Brillion Public Schools
315 Main Street
Brillion, Wisconsin 54110

Dr. Everett Edington
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David Pritchard
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Ray Wasil, Director
Division of Guidance and Testing
Ohio State Department of Education
10th Floor
65 South Front Street
Columbus, Ohio 43215

*Representing Dr. Martin Essex

APPENDIX X

Rural Guidance Project
National Advisory Committee Meeting
September 26, 1975

TENTATIVE AGENDA

8:00 - 8:30	Pick up at Holiday Inn and travel to The Center for Vocational Education
8:30 - 9:15	Welcome and Introductions
9:15 - 10:15	Project General Overview
10:15 - 11:15	Specific discussions of proposed Project outputs
	a. Literature and Materials Search and Review
	b. State of the Art Paper
	c. Program Model and Standards
11:15 - 11:30	Tour of The Center
11:30 - 1:00	Scheduled Luncheon
1:00 - 3:00	Continue discussions of proposed Project outputs
	d. Credibility Review Panels
	e. Rural Guidance Methods Handbook
	f. Placement, Follow-up and Follow-through Handbook
	g. Other Guidance Function Handbooks
	h. In-service Training Handbook
3:00 - 3:30	Future Role of National Advisory Committee
3:30 - 4:00	Wrap up

RURAL CAREER GUIDANCE PROJECT

NATIONAL ADVISORY AND STEERING COMMITTEE MEETINGS

Summary For

A COMPREHENSIVE CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH SYSTEM FOR RURAL SCHOOLS

September 23-26, 1975

The Center for Vocational Education
The Ohio State University, Columbus, Ohio

CONDUCTED BY: Project Director - Harry N. Drier, Jr.
Assistant Director - Helen Rodebaugh

PRESENT: National Advisors: Dr. Everett Edington, Dr. Martin Essex, Dr. George Leonard, Dr. Barbara Thompson, and Mr. Gaylord Unbehaun

U.S.O.E. Officer: Mr. David Pritchard

The Center for Vocational Education Directors: Dr. Shelby Price, Dr. Donald Findlay, and Dr. Robert Campbell

Wisconsin Project Director - Dr. John Hartz
Michigan Project Director - Mr. Walter Stein

Consortium Staff Participants: Wayne Hammerstrom, Ray Wasil, Dick Green, Karen Kimmel, Valija Axelrod, and Kit Hickey

Guests: Jack Ford, Director of Career Education, Ohio State Department of Education

The National Advisory and Steering Committee Meetings were conducted at The Center for Vocational Education, Ohio State University on September 23-26, 1975.

The Steering Committee Meeting agenda was based upon the review of the Rural Guidance Project Notebook, including the following sections: Project Overview, National Advisory Membership and Roles, Steering Committee Membership and Roles, Technical Specifications, Materials Review, Procedural Guides, Meeting Agendas and Minutes, U.S.O.E. Reports, Project Continuation, Dissemination, and Publicity.

The Steering Committee made the following decisions toward actions to:

I. Develop the technical plan specification section by expanding the operational definitions in the glossary to:

  A. Make additions to those current definitions included, and

  B. Submit reactions to terms and definitions appearing in the initial draft, by each agency, to CVE within the period of two (2) weeks following the September meeting.

II. Complete the literature review as a consort effort to facilitate each handbook author's summary development for the state of the art position paper to be completed by December 30, 1975 for early January panel review. Details on deadline and responsibilities will be communicated via special letters.

III. Meet for materials review in a workshop to be conducted by CVE prior to the end of October for determining final procedures and categorization of methods.

IV. Make weekly consort calls on Mondays, 10:00 A.M. EST to be initiated at CVS - Monday, October 6, 1975 and to include the U.S.O.E. officer on a monthly basis.

V. Make financial reports of the project by consort participants and summarized by CVE and submitted on an annual and final basis as described by the U.S.O.E. Program Officer and requested by the U.S.O.E. Finance Officer with a ninety (90) day grace period following reporting periods.

  A. A deviation of over five percent (5%) of the negotiated line item figures must be applied for and approved by the U.S.O.E. Project Officer prior to grantee action.

VI. Report program progress status by consort participants and summarized by CVE and submitted on a quarterly basis as included in the proposal and agreed upon by the U.S.O.E. officer.

  A. The fourth (4th) and sixth (6th) reports will be considered summary data thus resulting in only four (4) actual quarterly reports.

VII. Submit application for approval for any alterations involving reduction in proposed scope of work to the project's U.S.O.E. officer, David Pritchard.

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A. Make additions to those current definitions included, and

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A. The fourth (4th) and sixth (6th) reports will be considered summary data thus resulting in only four (4) actual quarterly reports.

VII. Submit application for approval for any alterations involving reduction in proposed scope of work to the project's U.S.O.E. officer, David Pritchard.

The Steering Committee made the following decisions toward action to: (Continued)

VIII. Review negotiated reduced scope of work as a result of funding reduction including:

A. A Career Education Handbook to facilitate the program materials of the Comprehensive System was eliminated.

B. National conference general expenditure reduction.

C. General reduction in literature and materials search and review efforts.

IX. Review general aspects of the technical plan for organization purposes which resulted in the assumption of responsibilities for:

A. Abstract review/document acquisition by authors of each Function Handbook including the following considerations:

1. Any information relating to program models and standards should be gathered prior to October 30. The information will be used in the model and standards development workshop to begin November 3, 1975 and to include at least one member from each agency. Finalization date of the initial draft of the model and standards will be November 15, 1975. The model and standards will be disseminated for panel review on November 22, 1975.

2. The development of a high quality summary of literature and materials by function handbook authors, for potential publication purposes, will need to be submitted by November 30, 1975 for the development of the state of the art paper (CVE). The format for each summary is stipulated in the product development guidelines for the September meetings.

3. Each agency will acquire its own hard copy documents as a result of abstract analysis and selection. When it seems appropriate that another agency likewise could benefit from the material, either a second copy may be acquired or at least a description of the document will be related to allow ease in acquisition.

4. Each agency will code the materials they acquire as a result of the literature review process and use the procedures in Appendix C in coding, filing, and managing same.

X. Meet as a consort for adaption of the suggested project model and standards for the placement, follow-up, and follow-through prior to the general project model and standard development meeting, November 3, 1975. Helen Rodebaugh will contact CVS to begin planning for such a meeting.

The Steering Committee made the following decisions toward action to: (Continued)

XI. Meet as Steering Committee to review initial review panel efforts and initial composition of the state of the art paper. This meeting coordinated by CVE will be held in conjunction with the American Vocational Association 1975 annual meeting.

XII. Review draft of project continuation found in Steering Committee handbook and report reactions across agencies by October 15, 1975. The new RFP for VEA, Part "C" monies will be announced during the second week of October if U.S.O.E. follows the same procedures used during the last fiscal year.

XIII. Review all project abstracts by function handbook area before October 22.

XIV. Review program methods and resource handbook content outline and relay any additional revision suggestions to CVE before November 15, 1975.

XV. CVS will develop and outline the general description of the placement and follow-through handbook by November 1, 1975 and distribute for reaction to all cooperating agencies.

XVI. It was decided that rather than using the numerical rating value scales in the materials review section of Appendix C, each agency will (1) review document, (2) determine quality priorities, (3) select documents to be referenced in abstract form by function handbook areas, and (4) submit these abstracts plus others they determined to be high priority for the methods handbook to CVE. CVE will assist in inservicing appropriate staff for the purpose of quality and consistent abstracts.

The National Advisory Committee met in conjunction with the Steering Committee for an introduction to the Rural Guidance Project and planning. The following decisions were made to:

I. Discuss the general program as detailed in the technical plan, including the technical specifications, materials review, procedural guides, and project continuation. This resulted in:

   A. Suggestions which were specified to be included in the technical plan. They were:

      1. Inclusion of legislators in the review panel process.

      2. Expansion of student participants to include grades thirteen (13) and fourteen (14).

      3. Potential expansion for student participation at panel leader's discretion.

A. Suggestions which were specified to be included in the technical plan. They were: (Continued)

   4. Examination of future potential for infusing the finished program into educational textbooks.

   5. Consideration of contacting state school board associations in addition to numerous other organizations for the purposes of gathering support and communicating the project efforts.

B. General considerations to be acted upon for more effective programming include:

   1. Developing various modes of addressing student career development levels as opposed to only lock-step grade delineation.

   2. Examining potential for project continuation to include program infusion into textbook publication through commercial publishers.

   3. Intensifying the emphasis of the rural aspect of the program as opposed to "small."

   4. Emphasizing practicality and ease of usability of function handbooks.

   5. Evaluating extensively and continually during our literature review and product development process for the purpose of assuring that outcomes are practical and reflect the best research base available.

   6. Developing a genuine sensitivity to rural population commonalities and differences, changes occurring currently, and future projections.

C. Future planning for advisory role facilitation including:

   1. General communication with project staff by the phone and written correspondence regarding impressions of the project development as well as identifying new information that might be useful to that development.

   2. Attempt to meet with the Steering Committee for reviewing initial review panel efforts and initial composition of the state of the art position paper in conjunction with the American Vocational Association 1975 annual meeting.

   3. Meeting as National Advisory body in April or May at Northern Michigan University with agenda focusing upon (a) review of initial set of developed products, and (b) assist in developing detailed plans for the remainder of the project period.

RURAL GUIDANCE PROJECT

2nd National Advisory Committee Meeting
8:30 AM - 3:00 PM, June 3, 1976
Madison, Wisconsin

8:30 AM Summary - Progress to date

- National Literature Search
- National Material Search
- Steering Committee Meeting
- Dissimination - Promotion Activities
- Credibility Review Panel Organization and Orientation
- Summer Workshop Planning
- Handbook Planning
- Handbook Draft Completion
- Budget

9:30 AM Specific Product Discussion (Handbook now under development)

- State of the Art
- Model & Standards
- Behavioral Objectives
- Placement
- Counseling related Handbooks
- Attitudes & Values
- Career Development Needs Assessment
- Planning
- Resource Handbook

11:00 AM Packaging

- Initial Distribution Plans

12:00 - 1:00 Lunch

1:00 PM Credibility Review Panel Data Analysis and Revision Planning

1:30 PM Dissemination Concerns

- National Workshops
- State Level Workshops
- Houston Career Education Convention (Nov.)
- Rural Sociological Association Convention (Nov.)
- APGA (April '77)
- Article Writing
- National Advisory Counsel for Vocational Education
- USOE Part "D"

2:00 PM Discussion on New Proposals Submitted

2:30 PM New Areas of Funding to Consider
Effective ways of working with State Dept. of Education
NAC role in future

3:00 PM NAC Member Concerns
Travel - Fee paper work

Adjourn

NATIONAL ADVISORY COMMITTEE MEETING

December 8, 1976
Shamrock Hilton Hotel
Houston, Texas

Minutes

Introductions

Reviewed the quarterly report in summary fashion

Questions and issues generated from quarterly report discussion

- Make sure that we utilize the Credibility Review Panel data in the final report.
- Give more focus to small schools along with rural schools. We will reach 7-8,000 this way rather than just 5,700 that would be identified by the Bureau of the Census on the 2,X25X25 calculations.

Question: What types of data should be highlighted in the final report?

- Review panel data
- Selected supportive letters
- Data on potential consumer interest
- Highlights of the development of the materials
- Everett Edington recommended that we consider giving less emphasis on detail in the final report and prepare an executive summary highlighting product process, nature, and credibility.
- David Pritchard recommended that we develop a popular version of the final report that would focus on credibility, supportive data, and recommendations for future actions by the federal government, State Departments, counselor educators, and LEAs to increase their efforts to overcome the career development needs of rural youth and adults.

General Concerns

- Melvin McCutchan spoke to the differences in the attitudes and value systems of rural adults which effect the career aspirations and expectations of their youth. He gave examples of how these attitudes and values influence the present and future growth and character of the work force and rural community's quality of life in general. He emphasized the increased sophistication, or need thereof, of rural workers which brings with it greater need for guidance, counseling, and technical training. He gave numerous examples of the new.

technically oriented emerging occupations in the rural communities as well as the impinging non-work ethic, attitudes and values of certain rural populations such as the American Indian which causes grave concern. He further pointed out that industrial and business leaders need to work closely with school counselors to bring about attitude and value changes or new occupational opportunities or the rural communities will dwindle. He suggested bringing more technical training and guidance to the rural youth and adults for they many times will not seek it out.

- Everett Edington reinforced the above points by suggesting that increasing numbers of educators in rural schools are from rural areas. There are higher enrollments in Doctoral programs than ever before by rural citizens. He indicated that increased numbers of Doctoral students are also concentrating on programs of rural education. Additionally he suggested that the work ethic might well be stronger in rural areas and this should be built upon.

- Gaylord Unbehaun suggested that education is less disruptive in rural schools because discipline problems are not as great. The numbers of disruptive youths are smaller which does not allow for grouping or peer group support for such behavior.

Packaging, marketing, dissemination and diffusion

- The initial discussion centered on the merits or problems with the various dissemination options that might be available.

  1. Center for Vocational Education or Wisconsin Vocational Studies Center - There are merits and limitations related to disseminating through R&D centers. The merits are (1) dissemination could occur very quickly, and (2) dissemination could be controlled and be close to the technical assistance request source. The limitations are (1) production, marketing, and dissemination machinery are not as experienced or effective as that of business and (2) cost might be higher than if we went to commercial sources that could print in greater volume.

  2. Commercial Firms - Harry Drier indicated that he has been in contact with the (1) U.S. Army, (2) APGA, (3) AVA, and (4) Charles A. Jones Publishing Company to assess their interest in publishing the materials. He indicated that of these limited inquiries, the Charles A. Jones Company has shown the greatest interest. Tentative details from Mr. Jones suggests that they could get the materials into the field within three to five months after receiving manuscripts. They would project a price of $60.00 to $80.00 for the series after the materials are professionally packaged. It is doubtful that the Ohio or Wisconsin Center could match this effort.

3. State Departments of Education - Dr. Thompson suggested that it would be difficult for State Departments to be effective printers, marketers, and disseminators. It would be easier if quality materials could be purchased from commercial or other sources. She did suggest that if the materials were in the public domain, and if state departments were encouraged to duplicate copies for their own states that this may have merit (but no guarantees can be made in some states).

- Dr. Edington suggested that at ERIC/CRESS they have tried many options in the past and have confirmed the fact that the commercial route is the most effective long term. He further suggested that if we went commercial, the ERIC Centers, developing institutions, and national associations could do much to promote the materials.

- David Pritchard warned the consortium staff that we may have already created a problem concerning public domain copyright issues by our plans for project related distribution. If we distribute copies to National Workshop participants, review panel leaders, National Advisory Committee members, participants at Wisconsin, Ohio, and Michigan state level workshops, and field test participants, we might discourage or eliminate the opportunity for copyright priviledge by commercial firms.

- Dr. Edington added the following suggestions. He pressed the project staff to be as concerned about material diffusion as dissemination. Dissemination does not bring about product use just because the product has been purchased. He used the project "Child Find" as an example to make the following points:

  - Use public information spot announcements.

  - You do not go in and change a school through purchase of materials, it takes supportive technical assistance.

  - It is the community that changes the school, not just the school staff itself.

  - Do not expect rural schools to change over night just because the materials are available and have high quality.

  - Work closely with State Departments of Education.

  - Make sure that the State Superintendent and State Directors of Vocational Education are clearly aware of the products.

  - Use the intermediate units within the the states.

  - Find new ways of working through and with the counselor educators in all states.

  - Be patient with diffusion.

- Make the future demonstration sites (schools, industry, business, and labor) highly visible.

- Involve the State Departments of Education in the state where you field test as much as possible both within their state as well as nationally for product credibility.

- Look at private foundations or corporations such as Kellogg for dissemination and diffusion assistance. Edington is working hard within the Kellogg foundation for assistance.

- David Pritchard discussed some problems with copyright such as:

  (1) Commercial publishers who want copyright of USOE sponsored materials will need to go to HEW for permission.

  (2) These commercial firms will need to meet the copyright standards of HEW.

  David Pritchard reinforced the point that we give full recognition to the sponsor on all bread based materials that are used for communication, marketing, and dissemination. We need to identify that our funds came from USOE, BOAE, Vocational Research Legislation, Vocational Education Act of 1963, as amended.

Packaging Art Work

- Use the words rural and small schools to broaden the marketing size.

- Concern over the busy natureof art work, e.g., bus, gate, pollution, wording, etc. It was recommended that the descriptive wording on the cover be dropped realizing that it is on the title page as well.

- Need to change the acknowledgment pages to deal with the issue of (1) new Wisconsin handbook authors, and (2) the correct titles for Dr. Hartz and Dr. Strong and the appropriate location of their names.

- Change disclaimer to read Vocational Education Act of 1963, as amended.

Legislative Issues

- Consider encouraging State Departments of Education to look at 1977 Part "C" funding for product dissemination and diffusion assistance.

- Attempt to work with State Advisory Councils for Vocational Education for proposal assistance and dissemination support.

- New FY 1977 Part "C" grant proposals are due in Washington on February 14, 1976.

- Look to the future (Educational Amendments of 1976 - Titles I, II, and III).

- Priorities for FY 77 Part "C" BOAE deal with:

  (a) Evaluation of programs and materials
  (b) Personnel development
  (c) Certification of staff
  (d) Guidance plans to be used within Vocational Education State Plan
  (e) Program improvement
  (f) Comprehensive systems of guidance
  (g) Guidance centers for youth and adults

- FY 1978 Part "C" research ground rules are to change. USOE/BOAE will change over from a grant to a contract program. In this new mode USOE/BOAE will predetermine what is to be accomplished in Requests for Proposals (RFP). Additionally, project will need to demonstrate that three years after project termination, the results of the product will be effectively used in large numbers of schools and classrooms.

- Examine the Women's Educational Equity Act which has a priority for rural women

New Proposals in the Area of Rural Guidance

- After long discussion, it was decided that CVE, ERIC/CRESS, and Far West Laboratory will examine the possibilities of submitting parallel, co-proposals titled "National Rural Career Guidance Communication Network," see attachment I. Drier will make appropriate contacts after advisory meeting to facilitate the proposal development and submittal.

Technical Service

- It was pointed out that because of the vast volume of material, rural guidance specialists may not attempt to implement. It was recommended that the developers (institutions) need to examine ways of making potential users aware that they can provide technical assistance on a cost recovery basis.

Miscellaneous Items of Interest

- Develop a cell diagram dealing with the modularization of materials related to needs, populations, etc. This could be handled in new installation guide.

New Project - Technical Plan Covering Installation Guide Field Testing and Case Study Handbook Development

- Discussed in general form new grant expected outcomes, products to be developed, and strategies.

- Discussed in detail field test:

  1. Site selection - 32 schools have already sought information about being involved

  2. Discussed planning committee make up

3. Discussed field test expectations and roles of both test site and CVE

- Discussed the agreements CVE would have with test sites

- Discussed test reporting procedures

- Discussed procedures for training test site staff, developing case studies

- Discussed consortium management procedures

- Reviewed project brochures and made necessary revisions

- Walked through total project PERT network and work breakdown structure

- It was suggested to look at annual report of USOE on projects in rural schools during 1974-1975. Also review rural schools involved in 1976 USOE funded guidance projects.

- It was suggested that we review the Howard Rosen report

- It was recommended that we add Dr. John Hartz, Wisconsin, to the National Advisory Committee

- It was recommended that we drop 1.1.2 from field test agreement

New Project : Cooperative Agreements Between Industry, Business, Labor, and Education

Dr. Weaver spent 1 1/2 hours describing the goals, objectives, strategies and expected outcomes of this component of the project.

- Discussed make up of the panel of experts and several new names of individuals and agencies were suggested.

- Discussed the cooperative agreement matrix with several good suggestions for expansion recommended.

- Reviewed the national survey form and numerous clarifying items were suggested.

- Recommendations on resampling and follow up were made.

Copies of the technical plan were distributed and it was requested that advisory members review the plan in more detail during the next few weeks and send in additional recommendations for revision.

Meeting adjourned at 6:30 pm

APPENDIX Y
RURAL CAREER GUIDANCE PROJECT
NATIONAL WORKSHOP

Tentative Agenda

DATE - December 9, 1976

TIME - 8:00 AM - 3:30 PM

PLACE - Sheraton Houston Hotel
Grand Ballroom Foyer
Houston, Texas

PRESENTATORS - Project Staff:

The Center for Vocational Education, The Ohio State University

The Wisconsin Vocational Studies Center, The University of Wisconsin - Madison

The College of Education, Northern Michigan University

The Ohio State Department of Education

The Project's National Advisory Committee

8:00 - 8:30 - Coffee, Rolls

8:00 - 9:30 - Introduction of project staff and national advisory committee members

9:00 - 10:30 - Project overview

10:30 - 12:00 - Small group presentators

12:00 - 1:00 - Planned lunch

1:00 - 2:00 - Group I - Model
State of the Art
Career Development Resources

Group II - Attitudes and Values
Community Relations
Staff Development
Career Guidance Practices

Group III - Placement
Counseling
Counseling Techniques
Desk Reference

Group IV - Planning and Implementation
Resource Assessment
Career Development Needs Assessment
Behavioral Objectives
Evaluation

Group V - General Discussion
Question and answer period
Credibility Review Panels
Technical Assistance

2:00 - 2:20 - Dissemination discussion

2:20 - 2:40 - Technical services discussion

2:40 - 3:10 - Discussion of new Rural Guidance and Counseling related projects

3:10 - 3:35 - Evaluation of workshop

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel (614) 486 3655 Cable: CTVOCEDOSU/Columbus, Ohio

Dear

I was pleased to hear that you will be with us on December 9, 1976, 8:00 am - 3:30 pm to learn about our career guidance and counseling efforts for rural schools. It is with confidence that we present these materials to you for we feel they are unique, useful, and achievable.

Realizing that all participants will no doubt try to leave Houston on the afternoon of the 9th, we are proposing to start our workshop at 8:00 am with coffee and rolls, and have a swift but excellent one hour planned luncheon so that we can catch our cabs by 3:30 pm.

Because of the tremendous size of our product package, we have decided that participants will not be provided on-site copies of the materials. Instead we will send to you complimentary copies upon our return to Columbus, Ohio.

In order to be reimbursed for up to $35.00 per diem for workshop expenses, you will need to submit to us receipts for lodging and meals on the pm of December 8th or 9th. Forms will be provided at the workshop for this purpose.

Again, we are most pleased that you can extend your stay in Houston and we will see you for breakfast (coffee and rolls) at 8:00 am, Sheraton Houston, Grand Ballroom Foyer on December 9, 1976.

If additional information is needed after you arrive in Houston, please contact me at the Hyatt Regency anytime after November 29, 1976.

Sincerely,

Harry N. Drier

APPENDIX Z (1)

FEEDBACK FROM RURAL GUIDANCE PROJECT NATIONAL WORKSHOP

The following information was obtained from fifteen of the twenty-two state level participants attending the national workshop. Each question asked will be presented followed by a summary of their responses.

1. The Rural Guidance Project materials which were presented are:

Excellent	7	(47%)
Good	7	(47%)
Fair	0	
Not Usable	0	
No Response	1	(6%)

The comments included:

Not enough time to review all sixteen documents, but all seemed of high quality and of use.

The materials represented a broad point of view.

The materials related to placement will be of interest to many of the rural schools in our state.

2. The workshop organization and activities were:

Excellent	3	(20%)
Good	9	(60%)
Fair	2	(13%)
Not Usable	0	
No Response	1	(7%)

The comments included:

The inability to view all of the forthcoming materials was a handicap and the limited time we had to look at what had been published provided us with information overload.

Organized well to cover much material over a small amount of time.

2. Cont.

The workshop small group format gave each participant an opportunity to examine the materials and ask questions concerning the content of the materials.

There should have been more time allotted for "hands-on." Less "talk-to" and more involvement. Such an approach would have also allowed us to develop more familiarity with the materials.

3. Approximately how many schools/agencies in your state could possibly use the Rural America Series materials?

The majority of the participants indicated that virtually all of the rural school districts in their states could use the Rural America Series. The average number of districts was approximately 200 per state.

4. How would these schools/agencies normally obtain such information for local use?

Forty-seven percent of the participants indicated that the schools would obtain these materials through the State Department of Education. Thirty-three percent indicated that school personnel would normally obtain these types of materials through local funds and thirteen percent indicated that they would use federal funds to obtain the materials. Twenty percent of the participants indicated that local school personnel would obtain materials directly through the publisher.

5. Do you feel that the rural school counselors in your state would need in-service training to utilize the Rural America Series?

Yes	93%
No	0%
No Response	7%

The comments included:

It has been our experience that the best materials available without proper in-service training will not be used to maximum benefit.

5. Cont.

Any new materials or techniques to be introduced need to be accompanied by knowledgeable presenters.

The state agency would provide leadership and staff development workshops for the persons designated in the area education agencies who in turn would provide staff development activities for local education agencies' personnel.

Yes, our rural schools have no "certified" counselors - so teachers would need to be utilized.

6.a Generally, what might be your approach to communicating the availability of the Rural America Series?

Four major responses were given to this question. Thirty-three percent of the responses were that state department newsletters and other types of publications would be used to communicate the material. Use of workshops or conferences was indicated as a means of communication in forty-one percent of the responses. Some type of direct contact with rural school personnel was suggested in nineteen percent of the answers. Seven percent of the suggestions were to communicate information about the Rural America Series through presentations to state level professional associations.

6.b Generally, what might be your approach to assisting in the purchase of the Rural America Series for your state's use?

Sixty-seven percent of the responses suggested that the State Departments of Education would attempt to utilize various funding sources for the purchase of materials. These sources included local agency funds, state level funds, federal grants, and vocational education funds. Twenty-five percent of the participants indicated that they were uncertain of the funding that they might be able to use. The other responses to the question suggested that the state departments could assist in providing workshops.

6.c Generally, what might be your approach to providing in-service training for rural school counselors in your state?

6.c Cont.

Forty-three percent of the participants indicated that they would provide the opportunity for in-service through existing structures of workshop and conferences. Twenty-one percent of the state department representatives inferred that their agency would be able to provide in-service training. Fourteen percent of the workshop attendees suggested that they would involve area educational personnel in in-service efforts. Seven percent of the participants suggested that they might first train pilot test schools in how to implement the materials and then have these persons assist in training others in a period of six months to a year.

6.d Generally, what might be your approach to conducting a limited field test of the materials in your state?

Forty-three percent of the representatives inferred that they would identify specific schools, through various means, to participate in a field test. Fourteen percent indicated that they would incorporate a field test into schools which already have career education/career guidance programs in operation. Another fourteen percent indicated that they were not interested in conducting a field test of the materials. The responses of twenty-eight percent of the respondents suggested that they were uncertain about any field test plans.

7. If available, what types of technical assistance/service would your agency consider purchasing in the next year from a research and development center?

a. Assistance in the development of state or federal proposals that would result in inter-agency subcontract

Yes	4	(27%)
No	9	(60%)
Possibility	1	(6%)
Limited Need	1	(6%)

b. Assistance in developing and/or conducting in-service training programs for

1. State department staff

Yes	9	(60%)
No	5	(33%)
Possibility	1	(6%)

7. b. Cont.

2. Counselor educators

Yes	11	(73%)
No	4	(27%)

3. Local school staff

Yes	6	(40%)
No	9	(60%)

4. Other -

Area school staff	1	(7%)
Area educational agency personnel	1	(7%)

c. External evaluation of the implementation of the Rural America Series.

Yes	7	(47%)
No	8	(53%)

d. Other types of assistance.

The only other assistance which was requested was the reproduction of materials.

8.a If money were not a problem, how many copies (sets) of the Rural America Series would you purchase?

The responses to this question varied from one set to 400 sets. The average number suggested was 150 sets per state. If this were a representative sample of state needs, then one could project that in the fifty states and seven territories we could hope to disseminate over 8,550 sets of materials.

8.b If money were not a problem, how would you distribute these materials?

Sixty percent of the respondents indicated that they would distribute the materials through in-service workshops. The use of area educational agencies for distribution was suggested by 20 percent of the participants.

9. General reactions included the following comments.

I am impressed with the material. I only hope that we can stimulate interest in this so that people will take the series and put it to use and not leave it on a shelf.

We are impressed with the potential for the use of these materials in establishing agency guidance programs which would be in tune with the 1976 Educational Amendments that tend to emphasize a programmatic approach to the development of guidance programs in the educational setting.

The set is far too bulky and may need to be condensed into a more workable form.

10. What short term relationships would your agency consider with our research and development centers regarding the use of the Rural America Series?

This question was interpreted two ways. One interpretation was how the research and development centers could assist the agencies and the other was how the agencies would help the research and development centers. Comments on the former interpretation included:

I think we would like to be able to contract for in-servicing and evaluation services in the implementation of the Rural America Series.

Consultative and staff development activities.

Follow-up information from other states using the materials. Possibly attending regional workshop(s) for additional information, new directions, etc.

Designing and conducting workshops for teachers and counselors.

To serve as a clearinghouse of implementation experiences and reports. To identify new need areas and programs - difficulties as well as strengths. Report on special usages and applications to other than rural settings. Report on evaluative processes and techniques.

10. Cont.

Comments made with the latter interpretation include the following:

We would try to work out a way to help you evaluate some of the materials if it can be done in a rural secondary school where the real problem is at in our state with vocational guidance.

I would be pleased to implement and give feedback through evaluation.

HANDBOOK DISSEMINATION SUGGESTIONS

1. Share a copy with as many as 16 different individuals to review and to write a brief description of applicability to your individual state. This could be one or more of the following groups:

   a) guidance personnel
   b) school administrators
   c) counselor educators
   d) state guidance advisory committee
   e) state department of education

2. Contact the executive director of your state advisory council and share with this person the availability of the series. Perhaps this individual will wish that the 16 Handbooks be reviewed by various members of the council. Since the members are a cross section of professionals in each state, their understanding and verbal and financial support can be invaluable.

3. Explore the possibility of program inclusion for guidance conferences, workshops and inservice training sessions. This can be expanded to include PTA's, school administrators' meetings and teacher sessions.

4. Prepare a brief for inclusion in newsletters identifying the Handbooks by title in the five broad areas. Emphasize the concept of a developmental guidance program.

5. Identify opinion leaders in various geographical areas of the state and encourage their field testing of the handbooks in a particular setting. The "ripple effect" can aid in broadening the concept of the importance of a guidance program in each school setting.

6. Explore involving personnel in regional service centers or in state demonstration plots.

7. Locate ERIC centers in your state and publicize these as centers where the handbook contacts can be reviewed.

APPENDIX Z (3)

Rural Guidance Project
Testimonial
Given to National Project Workshop
December 9, 1976
Houston, Texas
Gaylord Unbehaun

In Wisconsin, like most of the states in the nation, public school students come from a diverse variety of communities, including a considerable rural element. The rural students (K-12) because of the Rural Guidance project now have the potential opportunity to reap the benefits of the concentrated and concerted effort. We are not talking about two levels of standards - one for rural students and another for suburban/urban students - but rather we are interested in promoting a more equal opportunity for career guidance, counseling, placement and follow-through programs and yet geared to recognize the unique problems and characteristics of rural youth — that is any child who lives in a rural community regardless of the reason why the family lives in this rural setting.

The comprehensive set of project materials generated by the three state consortium — Michigan, Ohio and Wisconsin will be useful to those who understand and appreciate the contents. The materials can be valuable for schools. The professional school staff still remains as the key — there needs to be a commitment toward some changes in the values and attitudes of those who work with students and the attitudes of the families and communities.

State department guidance consultants/supervisors who are in the state leadership position must identify and recognize that there are some special needs of rural areas - and be willing to accept leadership roles in calling attention to the constituents in their state of the material we will be discussing here today. We think you will find it extremely useful. We thank you for taking time from your busy schedule to be with us today. We trust it is in the best interest of boys and girls enrolled in your school systems.

APPENDIX Z (4)

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (6 4) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

April 15, 1977

As indicated in our letter to you prior to our National Project Workshop in conjunction with the 1976 American Vocational Association workshop in Houston, Texas, we are shipping to you a complimentary set of the Rural America Guidance Series. The series contains sixteen handbooks that provide a systematic base for the development and/or improvement of career guidance and counseling programs in your state's rural and small schools. This set has been sent to your office to assist your staff in this effort as well as for the possible promotion of the series in your state.

Hopefully, after you and others on your staff have reviewed the materials, a meeting can be arranged with a representative of our staff and the appropriate Department of Education officials to discuss potential use of the series in your state. The Center for Vocational Education is anxious to provide any needed in-service training and technical support on a cost recovery basis to regional educational agencies, local educational agencies, and/or your office if requested.

In an attempt to facilitate the dissemination of the Rural America Guidance Series, a marketing brochure was developed. We have taken the liberty of enclosing copies of this brochure for your use. If you desire additional copies, please advise and they will be forwarded within two weeks.

I am looking forward to hearing from you regarding our product, and trust you will see benefit in our research and development efforts.

Sincerely,

Harry N. Drier
Director
Rural Guidance Project

HND/pjl

APPENDIX AA

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

January 7, 1977

Dr. Morton Bachrach
Copyright Administration
National Institute of Education
Code 116
Room 707B
Washington, DC 20202

RE: Grant Nos. G007501231 G007500351 G007500350

Project Nos. 498AH50161 498AH50201 498AH50323

Dear Mr. Bachrach:

The Center for Vocational Education, along with the Wisconsin Vocational Studies Center, Madison, Wisconsin, and the Northern Michigan University, Marquette, Michigan, hereby request authorization to obtain commercial dissemination under copyright in the name of the Ohio State University for a series of rural career guidance counseling, placement, and follow-through handbooks.

Required information about the project is provided in Attachment 1, handbook descriptions are provided in Attachment 2, an example of handbook covers is in Attachment 3, an example of a handbook is provided in Attachment 4, a letter of solicitation to disseminators is provided in Attachment 5, a listing of the publishers being solicitated is provided in Attachment 6, and copies of authorization letters from the University of Wisconsin and Northern Michigan University as provided in Attachment 7.

Sincerely,

Robert E. Taylor
Director

RET/rj

cc: D. Farmer
D. Findlay
S. Gyuro
W. Berg
M. Strong
D. Pritchard

Request for HEW/USOE Copyright Authorization

1. Project and Material Identification

	Ohio	Michigan	Wisconsin
Project:	#498AH50161	#498AH50201	#498AH50323
Grant:	G007501	G007500-351	G007500-350

Title of Project: A Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural (Small) Schools.

Project Officer:
David Pritchard
Bureau of Occupational and Adult Education
U.S. Office of Education
7th and D Streets, SW, Room 5018
Washington, DC 20202
(202) 245-2617

Material Type or Class: Class A: Sixteen career guidance program handbooks packaged in four categories as follows:

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Evaluating Outcomes

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Facilitating Career Counseling and Placement: Desk Reference
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

An abstract of each handbook is located in Attachment 2. Suggested cover design and title display are located in Attachment 3.

The sixteen handbooks represent over 2,000 pages of materials developed for use primarily by school counselors, teachers, and administrators. The documents can also be of value to counselor educators, teacher educators, State Department of Education personnel, and educational researchers. A copy of one of the handbooks is enclosed. The remaining fifteen volumes are in the final stage of typing preparation and are available for review upon request.

2. Copyright Rationale

In July 1975 USOE awarded parallel project grants to members of a three agency consortium. The consortium was comprised of (1) The Ohio State University, Columbus, Ohio, (2) The Wisconsin Vocational Studies Center, Madison, Wisconsin, and (3) School of Education, Northern Michigan University, Marquette, Michigan. During the past eighteen months, these three agencies have been engaged in cooperative product development, effective dissemination analysis, and building a potential consumer interest and mailing list. These consortium agencies now are concerned about quality, effective, and timely dissemination, and the use of the resultant products by purchasers.

Copyright protection is needed to prevent the materials from being placed in the public domain while the consortium agencies are attempting to systematically conduct user trials and continued additional product developmental work. The Center for Vocational Education and the Northern Michigan University currently are working under a new Part "C", USOE, BOAE grant to accomplish the above. Since they are committed to orderly dissemination and use of the products in conjunction with user trials and extended development, it is determined that reasonable control of buyer and user data could be assured only with copyright control.

Copyrighting of the materials during the continuation of product development and user trials will be in the public interest because premature, unsystematic, and authorized use of the product or its individual elements could result in unsuccessful application. Premature, unauthorized commercial exploitation of said materials could hinder or prevent successful product trial, expansion, and user data control, and cause undesirable outcomes and costly failures.

Furthermore, copyright protection is needed as an incentive to broad national dissemination and utilization of the materials. The developers seek data on purchasers so that technical advice could be provided on a need basis. Copyright protection and agreement with a selected commerical publishing agency would permit obtaining data on material buyers so that agency technical service availability could be communicated in a timely and systematic way.

After careful study of the many dissemination options available, it has been determined that commerical publication under copyright would be in the best interest of USOE, the developers, and potential users. At the suggestion of the project officer, project directors at The Wisconsin Center for Vocational Studies, and the Northern Michigan University, the Consortium's National Advisory Committee, and The Center for Vocational Education, the following attempts have been made to determine rationale for project material dissemination.

(a) Met with Dr. Everett Edington, Director of ERIC/CRESS, who has studied various options for publishing. His study indicated that the only effective option at ERIC/CRESS is the commercial publisher because of cost, timing, quality product, effective marketing, and product delivery.

(b) Met with the project's National Advisory Committee (six members). After long discussion they have recommended that the consortium agencies look toward the commercial market for dissemination. (December 8, 1976 - Houston, Texas)

(c) CVE staff discussed dissemination options with twenty-five State Guidance and Counseling Supervisors in attendance at the project's national workshop. They recommended that we first attempt to publish through a commercial firm If that is not successful, the developers should in consortium, attempt to publish and disseminate. The last recommendation was for the developers to provide camera ready typed manuscript to all State Departments of Education and encourage them to duplicate, disseminate, and provide technical assistance. (December 9, 1976 - Houston, Texas)

(d) CVE has been approached by and met with an educational-based commercial publishing company about their possible interest in material marketing, printing, and dissemination. Their response was most favorable and were encouraged to seek HEW copyright authorization.

(e) CVE has contacted other agencies regarding their interest in publishing the project materials.

    (1) Met with Editorial Board of the American Personnel and Guidance Association. They shoved little interest because of the volume of materials. (June, 1976)

    (2) Met with the American Vocational Association headquarters staff concerned with publications. They showed interest but concerned about material volume. (June, 1976)

    (3) Talked with representatives of the Kellogg Foundation. They have shown initial interest in disseminating the materials as a public service after their publication. (December, 1976)

In summary, after talking at length with representatives from private publishing houses, State Departments of Education, professional associations, National Project Advisory Committee members, university leadership, federally funded research centers, and numerous potential consumers, the general consensus seems to suggest seeking copyrighting and commercial promotion and immediate distribution. This consensus is based upon the perceived need to find the ways and means of assuring very rapid production and dissemination of the project materials. All groups and individuals involved reinforce the fact that as a result of the national career education movement and the increased emphasis on guidance and counseling in both state and federal legislation, the materials are timely for use in rural and small schools throughout the country.

3. Authorized Copyright Period - May 1, 1977, April 30, 1982

4. Mode of Announcing Material Availability to Commercial Firms

(a) Letter of Producer Interest: A letter, Attachment 5, announcing the materials' availability and interest to negotiate a publishing agreement with commercial firms will be sent to the following four commercial firms.

1) Charles A. Jones Publishers
Wadsworth Publishing Co., Inc.
P.O. Box 321
Greencastle, Indiana 46135

2) Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43209

3) McKnight Publishing Co.
Box 2854
Bloomington, Illinois 61701

4) National Educational Laboratory
Publishers, Inc.
P.O. Box 1003
Austin, Texas 78767

Response to these letters will give the developers an initial indication of interest in and ability of the commercial agencies to publish and disseminate the project materials. The four suggested publishers represent those determined to be the most promising commercial firms based upon their histories of publishing quality career guidance and counseling literature and proven effective dissemination networks. Selection of a commercial publisher will be based upon responses received to the letters of producer interest.

(b) Indication of the Size and Nature of the Estimated Market of Materials

1) Based upon a market analysis, the following are to be considered reasonable estimates of user populations and size:

a) Analysis of the computer tape from the National Center of Educational Statistics indicates there are 98,700 K-12 school buildings in the United States. Considering the U.S. Bureau of the Census definition of both rural and small schools, it is our determination that over 13,000 of these school districts or school buildings, both public and private could benefit from these materials (mailing lists are available for our use) 13,000

b) Counselor education departments in universities 484

c) State Departments of Education (Divisions of Guidance, Career Education, Pupil Personnel Services, Vocational Education, and Administration) 174

d) Postsecondary two-year vocational education institutions	187
e) Research coordinating units	50
f) Research and development labs and centers	30
g) National associations in such areas as education, guidance, curriculum, instruction, research, etc.	50
h) State advisory councils for vocational education, guidance, and career education	130
i) Intermediate educational offices in thirty-seven states	550
j) Local coordinators of career education (estimate)	1,300
TOTAL	15,955

(c) Producer Selection Criteria

1) Producer acceptance of the developers' material format, editing, type face quality, basic packaging, content, and handbook titles as approved by USOE to reduce the selling price of the materials and save up to six months in material preparation time. This will mean that the materials will reach the potential consumer approximately three months after successful negotiations of a publisher agreement. However, if potential producers present other production modes that maintain equal product pricing and distribution time schedules, these recommendations will be considered.

2) Producer acceptance of any copyright clauses, logos, references, acknowledgments that the developers may deem necessary, and USOE and Ohio State University audit requirements.

3) Projected material pricing.

4) Willingness to market the materials as specified by the developer.

5) Willingness to market materials to at least all audiences specified by developer.

6) Willingness to conduct a buyer analysis and submit report to the developers on a biannual basis which would indicate

   a) type of buyers,
   b) location of buyers,
   c) university adoption,
   d) patterns of document buying (series and individual volumes),
   e) reports on materials being referenced, quoted, etc., and
   f) reports of any comments received on the value or concerns of the products.

(d) Proposed Publication and Dissemination Time Table

Titles	Material Availability to Producer	Expected Dissemination Dates
1. State of the Art Review	Jan 15	April 30
2. Life Role Development Model	Jan 15	April 30
3. Career Guidance Resources	Jan 15	April 30
4. Planning and Implementation	Jan 15	April 30
5. Career Development Needs Assessment	Jan 15	April 30
6. Behavioral Objectives	Jan 15	April 30
7. Resource Assessment	Jan 15	April 30
8. Evaluating Outcomes	Jan 15	April 30
9. Career Counseling in the Rural School	Jan 15	April 30
10. Facilitating Career Counseling and Placement: Desk Reference	Jan 15	April 30
11. An Individualized Approach to Career Counseling and Career Placement	Jan 15	April 30
12. Transitional Career Placement in the Rural School	Jan 15	April 30
13. Career Guidance Practices	Jan 15	April 30
14. Staff Development	Jan 15	April 30
15. Community Relations and Involvement	Jan 15	April 30
16. Rural Community Perspectives toward Career Development	Jan 15	April 30

(e) Approximate Price and Buying Capability in the Field

The sixteen volumes will represent over 2,000 pages of manuscript. It would be expected that the eventual producer would maintain a pricing schedule of between $65.00 and $85.00 for the total series and $5.00 for the smallest single volume (approximately fifty pages) and $25.00 for the largest single volume (approximately 350 pages).

(f) Buying Capability in the Field

An analysis of field buying capability was conducted by interviewing representatives of twenty-five State Departments of Education and twenty-five local districts. All individuals suggested that if the materials were reasonably priced ($65.00 - $85.00) they would purchase one or more sets of materials. Those questioned indicated that there are numerous sources of funds for total set or single volume purchases. These include:

1. Vocational education funds at both the state and federal levels
2. State and federal career education legislative funds
3. Local district funds

4. Intermediate district funds
5. State Department of Education purchase and statewide distribution
6. Special federal and state focused foundations that provide services to rural areas
7. University and postsecondary legislative in-service training funds.

(g) Producer Marketing Experience and Capability in the Field

The developer will analyze the potential producer's marketing networks, and dissemination effectiveness of educational materials to the rural, State Department of Education, and university markets.

(h) Royalties to be Paid

It is recommended that royalty allowances that normally are associated with copyrighted materials be applied to the reduced selling cost which would benefit both educators and taxpayers. Another reason for this decision is that because there would be at least a four way distribution of any royalty, i.e., (1) USOE, (2) Ohio State University, (3) University of Wisconsin, and (4) Northern Michigan University, the processing cost of such royalties would more than offset the projected income.

Rural Career Guidance, Counseling, Placement, and Follow-through Project Handbook Abstracts

Set 1 Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Set 2 Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Evaluating Outcomes

Set 3 Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Facilitating Career Counseling and Placement: Desk Reference
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Set 4 Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

Set 1. Career Guidance Program Support Information Documents

State of the Art Review summarizes the strengths and limitations of the rural home, school, and community and offers insights into the available and desired career guidance programs for the rural setting. Part I of the document provides descriptions of influences on rural youths personal and educational development during the formative years of their lives. Some of the findings of this section are

1) The educational attainment of rural youth is lower than urban:

Urban total	12.2 years
Rural total	11.2 years
Farm total	10.7 years

2) Rural people are turning from farming to industry for their livelihood.

3) 67% of rural school districts enroll fewer than 2,000 students.

4) Most rural schools are small in size because of population sparsity and geographic terrain.

5) The role models available to rural students provide limited options.

Part II of the document contains ten sections devoted to various aspects of a comprehensive career guidance and counseling program. The major finding was that very little has been developed with the rural school specifically in mind. Drawing upon the research base provided by this comprehensive review of career guidance programs, it is possible to develop a systematic approach to program planning and implementation that is suited to the conditions of the rural school.

Life Role Development Model outlines a systematic approach for the development of a comprehensive career guidance, counseling, placement, and follow-through program. The Action Plan for the life role development of individuals K-14 includes (1) collecting information, (2) synthesizing information, (3) acting on information, and (4) determining results.

Emphasis is placed on the cooperative efforts of the home, school, and community in providing systematic and integrated career development experiences to students. The individual is addressed through his/her information (cognitive), feelings (affective), actions (psychomotor), and products (results of psychomotor endeavors) taking into account the environmental influences of people, data, and things. Career development is defined through three major domains, i.e., self and interpersonal relations, career planning and decision making, and life role assumption. Suggested student goals are presented for each domain based on an extensive review of existing models.

Career Guidance Resources is a tool to assist school personnel in selecting resources that aid in the implementation of a comprehensive rural career guidance and counseling program. Abstracts of over 500 printed, audiovisual, and manipulative materials which relate to career guidance are contained in this handbook. The abstracts are divided according to the major content and process aspects of the model. Additional abstracts describe career development programs implemented in rural schools. Three indexes provided easy access to the abstracts.

The information in this handbook was obtained from a wide variety of sources:

50 State Departments of Education

202 Local education agency personnel
Directors of Part "C" and "D" Vocational Education projects

350 Commercial publishing firms

Presentators at the 1976 American Personnel and
Guidance Association convention

Libraries

Set 2. Career Guidance Program Process Handbooks

Planning and Implementation is designed to be used by the program coordinator as an initial planning tool. The handbook provides information on how to rally support for the program, select and orient a program planning committee, and conduct initial activities. Also provided is an explanation of the elements of a comprehensive program -- counseling, guidance in group settings, and program support elements, i.e., staff development, community relations and involvement, and expansion of rural community perspectives toward career development. A systematic process for program development is described. This process includes assessing needs, developing objectives, assessing resources, developing strategies and programming, implementing, and evaluating outcomes. Checklists for the coordinator are also included.

Career Development Needs Assessment provides information on why and how to conduct a career development needs assessment. The goals presented in the conceptual model are used as the framework for conducting the assessment. The handbook offers concrete guidelines for conducting the assessment by addressing the issues of (1) identifying and involving important groups, (2) establishing and valuing goals, (3) gathering data, and (4) measuring and prioritizing discrepancies. The procedures presented in the first part of the handbook are documented in a hypothetical situation where application of the procedures is illustrated. This handbook also contains a student career development performance questionnaire appropriate for junior high school students. A modified version of this instrument designed for elementary grade students is also shown.

Behavioral Objectives describes the need for and characteristics of behavioral objectives and procedures for their development and use in a comprehensive career guidance and counseling program. The importance of behavioral objectives to both cognitive and affective learning is discussed. Procedures for coordinating the writing of behavioral objectives are provided. One of the unique features of this handbook is a self-instructional manual for writing behavioral objectives. This tested manual should be of assistance to anyone interested in learning how to write behavioral objectives.

Resource Assessment outlines procedures for how to conduct a resource assessment and how to categorize the data obtained. The emphasis of the handbook is on a local resource assessment with extensive involvement of school staff, students, and community members. Detailed guidelines on how to (1) identify local material, human, facilitative, and organizational resources; (2) collect and organize resource data; (3) develop and use a resource catalog; and (4) update the resource catalog are provided. Numerous forms for obtaining the desired information are also provided.

Evaluating Outcomes assists the user in (1) gaining a general perspective of evaluation, (2) developing a program plan, (3) implementing the evaluation plan, (4) reporting the evaluation findings, and (5) planning future programs based upon the findings.

It is suggested that internal and external evaluations of the career guidance program be conducted and that an evaluation specialist, if available, be involved.

The emphasis placed on evaluation of different aspects of the program varies as the program develops. During the first year of the program, the planning process is the main area to be evaluated. The second year there is more of an emphasis on evaluating the process of implementing career guidance practices. During the third and later years, the emphasis of the evaluation should be on how well the students are meeting the goals.

Set 3. Career Guidance and Counseling for Groups and Individuals Handbooks

Career Counseling in the Rural School attempts to provide both content and process for delivering individual counseling to each student. It focuses on the ongoing services the rural counselor can provide programmatically. It starts with a goal statement and shows how each of the services interrelate. It also accounts for the time and resource constraints which the rural counselor faces.

While the career counseling component is distinct from the group component (systems approach), it necessarily relates to it. The group program focuses on provision of developmental experiences for all through curricular infusion. The career counseling component focuses on the ongoing activities of the counselor on working with the unique developmental needs of each student.

Facilitating Career Counseling and Placement: Desk Reference is designed to accompany the career counseling and placement volumes. It contains sections on (1) using career information, (2) sources of career information, (3) career filing systems, (4) summary of individual inventories, (5) bibliography on counseling and counseling methods, (6) career planning and placement resources, (7) placement records, and (8) an index of exemplary placement programs.

An Individualized Approach to Career Counseling and Career Placement describes how career counseling is a combination of the systems approach and one-to-one counseling to meet students' idiosyncratic needs. Using a programmatic method, the counselor collects, coordinates, and refers information to the student and to others who can facilitate his/her development. The handbook also describes a model for counselor to help students make the transitional role change from school to their next career option.

Transitional Career Placement in the Rural School describes a variety of school-based activities designed to assist students accomplish that aspect of their career transition related to locating, securing, developing, maintaining, and evaluating their selected career objectives.

The placement process is approached from both a programmatic and individual student point of view. The programmatic component stresses providing activities, services, and resources that have the potential for benefiting all students. The individual component stresses ways of meeting each student's unique placement needs. Each element of the placement programs includes both student activities and school/community activities. Suggestions are also included for staffing a placement program, selecting program objectives and evaluating the school's effort in placement.

Career Guidance Practices provides practical examples of career guidance practices that can be implemented through the three major influences in the lives of students: home, school, and community.

The home-centered practices are activities which enhance the quality of the home as a learning center. Each practice presents a unique approach to building upon the strengths of the home environment as well as the interests and skills of parents.

School-centered practices are divided into three sections -- group counseling, subject-matter, and nonsubject-matter. Group counseling activities allow the counselor/teacher to impact upon individual needs in small groups. Subject-matter practices integrate career development objectives into the subject matter content in a planned way. Nonsubject-matter practices are activities which are shcoolwide or districtwide in scope or are implemented in the classroom but not directly related to a curricular discipline.

Community centered practices are designed to meet broad-based needs, throughout the community.

Set 4. Career Guidance Program Support Functions Handbooks

Staff Development is designed for use by individuals involved in planning, conducting, and and evaluating staff development programs. Within the planning aspect of the handbooks, identifying needs, developing goals and objectives, organizing the workshop, providing program publicity, and overviewing workshop planning are discussed. Information on arranging a workshop, greeting workshop participants, opening the workshop, and dismantling the workshop is provided in the section on conducting a workshop. Guidelines for evaluating a workshop and sample in-service program activities are also presented.

A sample in-service activity is provided. In this activity, students are involved in the leadership role for the staff development effort. The activity is an all day workshop focusing on curriculum change.

Also included in the handbook is a description of the roles and responsibilities of individuals who play key roles in the planning, implementation, and evaluation of the career guidance program followed by ways in which staff development experiences could be provided.

Community Relations and Involvement provides strategies for obtaining community cooperation for the school's career guidance program. It (1) shows schools how to identify needs and talents in the local community, (2) indicates the various levels at which the community can become involved in the career guidance program of the rural school, (3) suggests strategies for involving community members and organizations in the career guidance program of the rural schools, (4) delineates strategies for evaluation of school-community cooperation, (5) suggests goals and objectives for school-community cooperation in the rural career guidance program, (6) suggests means of staff training to use a variety of school-community cooperation techniquies, and (7) suggests ways to upgrade the image of the rural career guidance program through improved school-community cooperation.

Rural Community Perspectives Toward Career Development assists career guidance personnel in expanding career aspirations and options for rural youth by diminishing racial, sex, and socioeconomic stereotypes among adults. Specific programmatic information, program techniques, and actual instruments, such as attitude questionnaires, career guidance inventories, and simulations are provided for use as shown in the attitudes and values change program. Guidance personnel are also given guidelines throughout to alter the material, or build their own programs from presented research-based information. Appendices suggest specific alternative materials and program evaluation tools.

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Dear Sirs:

The Ohio State University through The Center for Vocational Education, Columbus, Ohio solicits from publishers of educational materials the terms under which they would undertake the world-wide publication and distribution of a series of sixteen career guidance, counseling, placement, and follow-through handbooks for rural/small schools which has been developed under a grant with the U.S. Office of Education (USOE) Department of Health, Education, and Welfare.

Under the Copyright Program of the USOE, as set forth in its Copyright Guidelines dated May 9, 1970, The Ohio State University, through The Center for Vocational Education, is to select a publisher, and enter into an agreement with that publisher for the publication and distribution of these materials, under copyright, on an exclusive basis, for a period of five years, provided that all of the requirements of the Copyright Guidelines are met. The principal requirement is for the selection of a publisher on a competitive basis. In addition to your agency, this solicitation is being offered to (1)

The material to be published constitutes a series of sixteen handbooks intended for use by career guidance personnel, such as guidance counselors, state directors and supervisors of guidance, pupil personnel administrators, curriculum specialists, and teachers. These handbooks may also serve as a reference for practitioners or textbooks in university training programs. (See Appendix A for a description of each of the sixteen handbooks in the series, and Appendix B for a single handbook example.)

The set of materials will be available for your examination during the period of preparation of your response to this solicitation at The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio.

Throughout this period, product developers will be available to further explain the products and answer questions. For further information in this regard, contact:

Harry N. Drier
Project Director
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

The materials were developed by a three agency consortium consisting of The Center for Vocational Education, The Ohio State University with Harry N. Drier, Ed.S., as project director; The Wisconsin Vocational Studies Center, University of Wisconsin - Madison with Merle E. Strong, Ph.D., as director; and the School of Education, Northern Michigan University with Wilbert A. Berg, Ph.D., as dean. To date USOE has funded the three state consortium project in the amount of $378,160 between the dates of July 1, 1975 and December 31, 1976. Extensive internal and external reviews of the materials were conducted during the project by project staff, State Department of Education guidance personnel, the sponsor, review panels (106 rural-based educators, parents, employers, and students), Advisory Committee members, and selected consultants.

The publication goals to be met by the selected publisher are:

1. To package the handbooks and provide for appropriate illustration.

2. To accept the developers' basic material format, editing, type face quality, content, and handbook titles, or present alternatives which maintain reasonable product pricing and distribution time schedule.

3. To provide adequate sales personnel to contact all the State Departments of Education, colleges, universities, and rural local education agencies, both public and private.

4. To print, manufacture, stock, catalog, advertise, promote, and sell the materials.

5. To provide adequate printing, packaging, and promotional activities on or before ninety days after receipt of manuscripts by developers.

The USOE requirements to be met by the selected publisher are:

1. To agree to mark each handbook of the total series with a legend, to be specified by the USOE, which will state (a) the date when the materials will go into the public domain, and (b) that the materials were developed under a grant from the USOE, but disclaim any official endorsement of the materials by the USOE.

2. To agree to copyright the materials in the name of The Ohio State University and to register the copyright in the U.S. Copyright Office within six months after the date of publication.

3. To agree to recognize the free right of the Government to use the materials for U.S. Government purposes.

4. To agree to permit the USOE to make periodic audits of its books of accounts relating to sales of the materials. However, the USOE would not normally expect to exercise that right.

5. To agree to the right of the USOE to require termination of the agreement in the event of noncompliance by the publisher with the publication agreement. However, a review procedure is provided for the protection of the publisher and the University.

6. To agree not to publish a revision or adaptation during the last year of the period of exclusive publication rights. Any revision or adaptation published during the first four years will be subject to the same terms and conditions as the original materials.

The following are general requirements of the publisher:

1. To provide semiannual statements of sales, buyer type and location, university adoptions, material references, and other information that would be of benefit to the developers.

2. To provide appropriate termination provisions.

3. To provide arrangements for handling infringements.

4. To provide arrangements for handling disputes.

5. To permit the University, as well as the USOE, to audit its books of accounts relative to sales of these materials.

6. The author shall provide publisher with any such permissions and releases for any previously copyrighted materials included in these sixteen handbooks.

The criteria for publisher selection will include the following factors. Your response to this solicitation should address each of these factors as a minimum.

1. The capability and commitment of the publisher to perform the work as outlined in this solicitation.
2. The research, development, technical, and editorial staff which will be furnished, i.e., for tasks to be performed, budget to be assigned.
3. The sales and promotional effort to be applied.
4. The manner in which the materials will fit into the disseminator's portfolio of products.
5. The priority of resources which will be given these materials.
6. The proposed format of the finished product.
7. Plans for personnel training or other special implementation efforts.
8. Approximate sales for individual handbooks, sets of handbooks, and total series.
9. Royalties normally associated with copyrighted materials will be applied to the reduction of the proposed sale price of the materials.
10. The time schedule for publication and distribution.

Five copies of your complete response to the solicitation are to be submitted to arrive at The Center for Vocational Education by the close of business on January 24, 1977. The mailers containing the response should be clearly marked SFP No. CVE-01-77 and sent to:

Mr. Dean Farmer
Business Manager
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

It is expected that a publisher will be selected and submitted for approval on or before January 31, 1977 after the deadline for receipt of solicitation responses.

Sincerely,

Robert E. Taylor
Director

RET/jcn
Enclosures

Publishers Being Solicitated

McKnight Publishing Company
Box 2854
Bloomington, Illinois 61701

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43209

Charles A. Jones Publishing Company
Wadsworth Publishing Company, Inc.
P.O. Box 321
Greencastle, Indiana 46135

National Educational Laboratory Publishers, Inc.
P.O. Box 1003
Austin, Texas 78767

[illegible], 1976

Wisconsin Vocational Studies Center

University of Wisconsin - Madison
321 Education Building, Box 49 • Madison, WI 53706

Phone: 608-263-3696

December 21, 1976

Dr. Robert E. Taylor,
Director
Center for Vocational Education
Ohio State University
Columbus, Ohio 43210

Dear Bob:

This letter is for the purpose of providing authorization to the Center at Ohio State University to act on behalf of our Center to proceed with the necessary clearances with HEW for the publications developed by us as a part of the consortium project on rural guidance. In the discussion of the procedure for handling this process in the most expedient way, Harry Drier had indicated that this would probably be the easiest procedure. Hopefully, this letter will suffice to secure permission to copyright from HEW.

If there is additional information or there are further questions, please feel free to contact me.

Sincerely,

Merle E. Strong

Merle E. Strong
Director

CC: Harry Drier
John Hartz

MES:pah

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN 49855

OFFICE OF THE DEAN
SCHOOL OF EDUCATION

January 4, 1977

Mr. Harry Drier
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dear Harry:

After receiving your letter of December 20, I talked with our Provost, Dr. Robert Glenn, asking if his views were similar to my own with respect to releasing NMU material produced during the USOE-funded project for commercial reproduction and distribution. He readily agreed to endorse my recommendation. You can now feel entirely free to negotiate with the commercial publisher and to transmit the letter prepared to Dr. Morton Bacharch of NIE's Copyright Administration Office.

I assume that Northern Michigan University will be given proper recognition for documents under the authorship of a member of our faculty and participation in the development of handbooks written by personnel of the Center.

Very cordially,

W. A. Berg, Dean
School of Education

WAB:mc

cc: Dr. Robert B. Glenn, Provost

APPENDIX BB

THE CENTER FOR VOCATIONAL EDUCATION

MEMORANDUM

DATE: February 21, 1977

DISTRIBUTION: Halsey
Farmer

TO: Don Findlay

FROM: Harry Drier

SUBJECT: Request that we attempt to arrange for Cost Recovery Support for the Rural Guidance Project Materials

As of February 17, 1977 our hope for commercial copyright and marketing of our materials ended when Charles A. Jones called and indicated that they could not perform the marketing and promotion necessary for our materials. The reasons given are as follows:

1. Lack of K-12 sales representatives
2. Inability to respond to multiple requests for a single volumne (They are used in marketing single texts to universities and book stores)
3. They felt that the $200,00.00 investment required to produce 5,000 sets and market according to our requirements was too high in relationship to what they felt was a fairly slim market. They thought 3,000 sets would be maximum within their marketing network.
4. He felt that the marketer should also be able to provide field technical service. They are not capable of providing this and I don't think they were interested in trying to establish a system.
5. He felt with the weak market (3,000) they would have to charge well beyond the $80.00 suggested and felt that we could do better at CVE than that.

After long discussions with David Halsey, I am now more convinced that CVE could provide the timing and pricing necessary to maximize the current market for the product. An example of my original concern was that the advanced orders that need to be filled immediately (by April) from the states of:

New Hampshire - 15
South Dakota - 15
Florida - 125-150
Arizona - 15

It would appear that we have an excellent current market for the product. For example we have already the following data:

1. Approximately 300 letters of inquiry.
2. Information from 23 states indicating that they would promote the series and suggest if money were available there would be a combined market of almost 3,000 in these 23 states.
3. We have several letters/calls from other state departments where they have requested we (CVE) in-service the Rural Guidance series in their states:
    a. Missouri Conference (March)
    b. Illinois State Dept. (March)
    c. North Carolina (April)
4. All state departments are awaiting their free set so that they can begin additional promotion.

Additionally, I feel there are other advantages for us as the producers of these materials as follows:

1. We already have a set of 8,000 labels representing all school districts considered rural.
2. We at CVE have the listing of all intermediate or regional center offices which should represent a large buyer and promoter.
3. We have labels for all 50 state guidance consultants.
4. We have 4,000 gummed labels representing counselor's preparation programs.

If we go cost recovery the following questions must be answered very shortly.

1. Who develops promotional materials
2. Who pays for promotional materials
3. What type promotional flyer do we want
4. Pricing for product e.g.
    A. Single volumne price
    B. Group price (we have the 16 handbooks grouped in 4 sets)
    C. Single set price
    D. Volume price for A-C above

These are but some of the major items that need to be addressed.

I request that you call a meeting of Dean Farmer, Dave Halsey, Ernie Spaeth, and myself on Thursday pm so we can begin planning for CVE's cost recovery of the Rural Guidance materials.

APPENDIX CC

RURAL GUIDANCE PROJECT

CREDIBILITY REVIEW PANEL HANDBOOK

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

TABLE OF CONTENTS

I. PROJECT OVERVIEW: Small School Career Guidance, Counseling, Placement, and Follow-through System 285

A. Product Description .285
B. Results and Benefits Expected 285
C. Program Functions .286

II. RURAL AND SMALL SCHOOLS: A Project Operational Definition 287

III. LOCAL CREDIBILITY REVIEW PANEL OVERVIEW 288

A. Rationale 288
B. Function and Role 288
C. Activities of the Review Panel 289

IV. ORGANIZATION AND ADMINISTRATION OF LOCAL CREDIBILITY REVIEW PANELS 289

A. Panel Leader Selection 289
B. Panel Leader Orientation Meeting 290
C. Panel Member Selection 290
D. Panel Composition 291
E. Initial Review Panel Meeting 292
F. Organization Chart 293
G. Personnel Responsibilities 294

V. REVIEW PROCESS AND REVIEW OF MATERIALS 296

A. Review Process 296
B. Review of Materials 298

INTRODUCTION

I. PROJECT OVERVIEW

Small School Career Guidance, Counseling, Placement, and Follow-through System

The Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Small Schools (CGP) is being developed by The Center for Vocational Education, The Ohio State University in cooperation with The Center for Studies in Vocational and Technical Education, Madison, Wisconsin, and Northern Michigan University, Marquette, Michigan, and sponsored by the U.S. Office of Education. The divisions of guidance in the Ohio, Michigan and Wisconsin State Departments of Public Instruction are also cooperating to assure product quality and user acceptability.

Small schools often lack the staff, facilities, materials, information, financial resources, and techniques to assist in meeting the career development needs of their students. CGP is designed around student needs as an attempt to more fully utilize their potential.

CGP will take into account the uniqueness of small schools both in terms of the advantages and disadvantages of the small community. It will build on the many positive elements that are attributed to the rural setting and attempt to overcome the natural constraints of location, employment potential, citizenry composition, and available resources.

A. Product Description

CGP will provide a series of documents such as guidance, counseling, placement, and follow-through procedural guides; support resources; methods products; and in-service benefits to small school districts across the country.

B. Results And Benefits Expected

Broadly stated, the outcomes of CGP are threefold:

1. A highly transportable program, including both process and content to support locally developed guidance programs and their implementation.

2. A state of the art report regarding small school career guidance, counseling, placement systems and techniques, so users of CGP may be fully aware of what materials, techniques, research, and development are available for their use.

3. Trained state leadership personnel to prepare small school counselors in the testing and use of guidance, counseling, placement, and follow-through.

C. Program Functions

Major career guidance program functions will be treated in terms of conceptualization, content description, and detailed procedures. The following are viewed as the preliminary set of functions utilized:

1. Organizing for Change - Designing strategies whereby extensive numbers of faculty/staff, community personnel, and students are organized in a systematic way for development, validation, implementation, and evaluation of a career guidance curriculum for small schools. Project steering and advisory committees and functionally related task forces will be utilized in designing the strategy.

2. Data Collection and Use - The content and standards of CGP are dependent upon comprehensive and up-to-date data on students (present and past), community members, and school faculty/staff. There will be procedures to describe how data (interest, achievement, aptitude, and career development needs) should be collected, tabulated, and translated into program planning standards or goals.

3. Assessment of Current Available Resources and Methods - A set of procedures will identify how to assess, analyze, codify, and publish in easy-to-use form information concerning the kinds of resources and methods available at the local level, and ways of accounting for their actual use to assure little duplication of efforts.

4. Community Relations and Involvement - Procedures and related exemplary aids will assist program users in keeping key populations and needs of their school's career guidance program.

5. Placement and Follow-through - Procedures and operational tools for the occupational, educational, and special placement needs of school leavers will be provided to assure smooth student transition into occupational, educational, or family-related life roles.

6. Guidance Units or Activities - Procedures, designs, formats, and examples will provide users with methods of infusing guidance goals and objectives within existing curriculum and how specialized treatments or interventions can be self-installed by the students or through the use of non-school personnel.

7. Behavioral Objectives - A comprehensive set of procedures and examples will enable developers to build a guidance program around a set of specific and data-based objectives.

8. Evaluation - A set of procedures and usable examples will be developed at three levels of program evaluation: (a) impact of specific individual activities or units, (b) impact of any given set of guidance activities/units, and (c) recycling of student need information for the continuous validation of program standards as student characteristics and community conditions change.

9. Attitudes and Values and Possible Effect on Program Consumer - This section will deal with the assessment of (a) adult and student attitudes toward guidance and (b) the stereotypic values and associated behaviors that exist dealing with race, sex, and socioeconomic issues, and how to impact on them.

10. Program Staff Development - A career guidance program will no doubt call for new knowledges, values, attitudes, resource information and methods skills on the part of the school's faculty/staff. The product will include a competency based program to better assure its effective use.

II. RURAL AND SMALL SCHOOLS: A PROJECT OPERATIONAL DEFINITION

For the purpose of determining the parameters to be studied for the Comprehensive Career Guidance, Counseling, Placement and Follow-through System for Rural (Small) Schools (CGP), it is necessary to determine what the population, educational organization, and geographic characteristics will be. After the CGP staff made a careful study of several research reports on the subject of rural schools and rural youth, we arrived at the following definition:

Rural and small schools differ around the country, but they have at least one unifying characteristic. This characteristic is that these schools serve persons who live primarily in isolated geographic locations twenty-five miles or more from the corporation limits of cities with populations of 25,000 or more, with a low population density.

Basically a rural or small school would draw its student population from farms, small towns, villages and hamlets, which would generally not exceed 2,500 in population.

Additionally, the following school sizes in a rural setting are considered for this project:

1. Non-consolidated schools which are characterized by having high school student populations below 500.
2. Consolidated schools with no student population limits, that draw primarily from small and/or rural cities, villages, townships, hamlets, etc.

While this definition is somewhat general and broad, the intent is to deal with the issues centering on communities, schools and youth that, because of their isolation from a broad spectrum of the work society, might have unique problems, limitations and concerns.

III. LOCAL CREDIBILITY REVIEW PANEL OVERVIEW

A. Rationale

CGP represents an effort to overcome the problems faced by rural and small schools. The implementation of local credibility review panels is designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. The panels are a critical element of the formative evaluation. An active review of processes and materials in all aspects of the CPG system will be obtained by using the panel review team concept. In addition, by applying the procedure of local credibility review, broad program participation will be more likely, and the usefulness and relevancy of materials and procedures to particular rural educational areas will be increased.

B. Function And Role

The major purpose of the credibility review panel is to gain community, student, and educator reactions to materials that are submitted for review. Program developers need the assistance and criticism of the potential consumers to assure that the program and materials fit their particular needs. The general function of the panel is to give specific direction as to changes needed in order to improve the usability and practicality of all materials. Many desirable benefits accrue when interested laymen participate in the evaluation of program materials.

C. Activities of the Review Panel

The credibility review panel will be involved in reviewing materials over a period of 12-14 months. Approximately one packet of materials will be mailed to the panel each month. A listing of the activities in which the panel will be involved follows:

1. Review drafts of materials.
2. Evaluate materials to see that they fit the needs of the community.
3. Suggest possible revisions for materials' improvement.
4. Maintain flow of materials' review reports.

IV. ORGANIZATION AND ADMINISTRATION OF LOCAL CREDIBILITY REVIEW PANELS

A. Panel Leader Selection

The credibility review panel must be organized on a sound basis to derive optimum benefits. The success of the credibility review panel will depend largely on the leadership that the panel leader provides. The credibility review panel leader is a key panel member, therefore, one must exercise care in selecting the individual to fill that role.

The State Project Coordinators at Northern Michigan University, Marquette, Michigan and The Center for Studies in Vocational and Technical Education, Madison, Wisconsin, will be responsible for establishing a working relationship with the guidance leadership in their respective State Department of Education to determine local guidance personnel who might serve as credibility review panel leaders. In Ohio the guidance representative from the Ohio State Department of Education will assume responsibility for organizing and establishing the local credibility review panels. The State Project Coordinators in Michigan and Wisconsin will contact the State Department of Education to obtain a list of 12-14 guidance leaders located in rural schools who might serve as credibility review panel leaders. The guidelines for selecting the panel leaders include the following criteria:

1. Identified as a rural guidance leader in the state.
2. Could be a county guidance supervisor or a guidance supervisor in an area vocational school or guidance specialist in either an elementary, junior high, or senior high school.
3. Willing and able to contribute to the effectiveness of the panel.

The list will be used for making initial contact with the prospective panel leaders. The State Project Coordinator may initiate the contact with the individual directly, or arrange for the guidance representative from the State Department of Education to make the initial contact and to set up a meeting with the local guidance leader, the State Guidance Representative, and the State Project Coordinator.

B. Panel Leader Orientation Meeting

During the initial meeting, the State Project Coordinator will explain the CGP project by providing an overview of the entire consortium effort. He/she will then identify the role of the credibility review panel leader within the overall framework and explain in detail the purpose, role, and function of the credibility review panel. The initial meeting serves to orient the prospective panel leader with the overall project objectives, and more specifically, with the responsibilities of the review panel leader. The review process, including reporting procedures, will be delineated. The State Project Coordinator should answer any questions raised by the local leaders so that a clear understanding of responsibilities is reached.

Once the local guidance leader has accepted the role of leader for the credibility review panel he/she will go through an in-service training session conducted by the State Project Coordinator. If time permits, this in-service training could take place during the first visit, or a second meeting may be required for this purpose. During the in-service session, the State Project Coordinator will detail the organization of the credibility review panel including composition and selection criteria, and an overview of the review process from the panel's viewpoint.

C. Panel Member Selection

The credibility review panel leader will assume the responsibility for forming the review panel according to the formula and guidelines described in the Panel Composition section, IV. It is advantageous for the panel leader to contact by letter or telephone the prospective members for their acceptance.

D. Panel Composition

Each local credibility review panel will be composed of six to eight members plus the panel leader. The number of panels per state might vary from four to six. Three states, each having four to six review panels, results in twelve to eighteen total panels or a minimum of eighty-four and a maximum of 162 reviewers. This would allow for a maximum representation of approximately fifty-four community members, thirty-six students, and seventy-two educational representatives to interact with the program materials and to provide advice.

1. Student Representation

Two students will be represented on each panel regardless of panel size. The following guidelines will be considered when selecting the student representatives:

a. One male and one female.

b. Sophomore or junior grade level standing as of September 1975.

c. At least one of the students should be enrolled in a vocational program.

d. Enrolled in a rural or small school.

e. Recommended by school principal and/or counselor.

f. Willing to serve on review panel.

2. Educational Representation

The panel leader is one representative of the faculty/staff. In addition to the panel leader, and based on the panel size, two to three school representatives will be selected using the following criteria:

a. Rural or small elementary, junior high, or senior high school principal.

b. Teachers or counselors in rural or small elementary, junior high, or senior high schools (one or two).

c. Willingness to serve as review panel member.

3. Community Representation

Two or three community members who have an interest in education will represent the community on local credibility review panel. The number of individuals will depend upon the size of the total panel. Community members should particularly include representatives from local business, labor, government, special interest, or civic groups. The following guidelines should be used when selecting members:

a. Members of the local community as identified by the panel leader, or as recommended by the local school administration.

b. Respected in the local community.

c. Demonstrated interest in education.

d. Willingness to serve as panel member.

E. Personnel Responsibilities

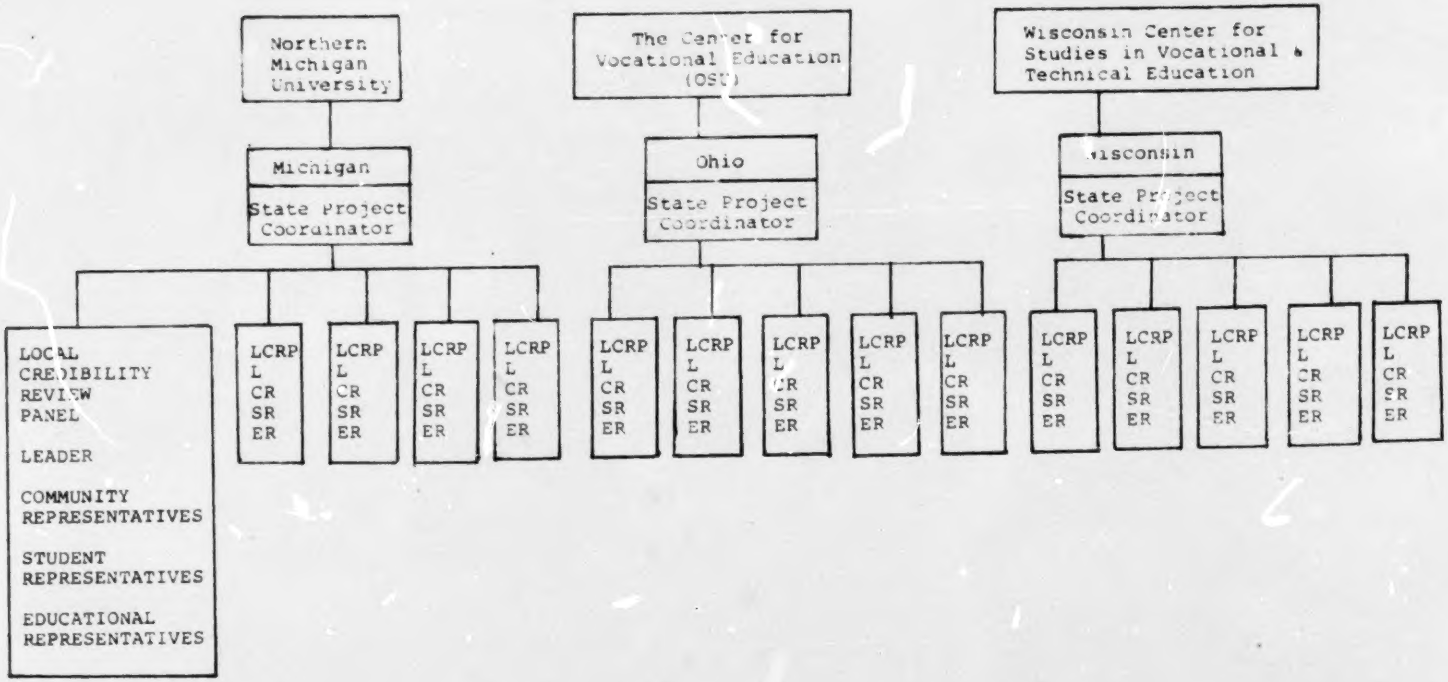
The State Project Coordinator will conduct the first review panel meeting in cooperation with the review panel leader. This first meeting will be called after the panel leader has received the first set of materials from the State Project Coordinator. At this meeting, the panel members will be oriented to the review process using the initial set of materials as a guide and model. The initial meeting is extremely critical as far as maintaining the interest and continued support of the panel members.

During the course of the meeting, a "personal data sheet" provided at the back of the Credibility Review Panel Handbook will be filled out by panel members, collected, and sent to the Project Investigator at The Center for Vocational Education using the prepaid envelope provided.

After this initial meeting, the credibility review panel will meet at the request of the panel leader only if the materials to be reviewed do not lend themselves to duplication and dissemination for independent study and review. The panel leader will be responsible for contacting each panel member, preferably a week in advance, of any panel meetings.

F. ORGANIZATION CHART

A graphic representation of the entire consortium effort is delineated below:


Northern Michigan University
The Center for Vocational Education (OSU)
Wisconsin Center for Studies in Vocational & Technical Education
Michigan
State Project Coordinator
Ohio
State Project Coordinator
Wisconsin
State Project Coordinator
LOCAL CREDIBILITY REVIEW PANEL
LEADER
COMMUNITY REPRESENTATIVES
STUDENT REPRESENTATIVES
EDUCATIONAL REPRESENTATIVES
LCRP
L
CR
SR
ER

G. Personnel Responsibilities

1. State Project Coordinator Responsibilities
    - a. Establishes working relationship with the guidance leadership in the State Department of Education.
    - b. Arranges for the establishment of four to six credibility review panels in the state.
    - c. Provides an overview of the consortium project effort to prospective panel leaders.
    - d. Conducts in-service training session for individuals accepting the panel leadership role.
    - e. Conducts the first credibility review meeting in cooperation with the panel leader.
    - f. Provides leadership for all credibility review panels in the state.
    - g. Coordinates panel review assignments with the panel leaders.
    - h. Reviews draft of Credibility Review Panel Handbook and provides input for required revisions.
    - i. Disseminates materials within state for panel review.
    - j. Develops analysis of panel leader summary review reports and forwards them to CVE.

2. State Department of Education Guidance Representative Responbsilities
    - a. Identifies rural guidance leaders for the State Project Coordinator who may be qualified and willing to serve as local credibility review panel leaders.
    - b. Initiates mailing to prospective panel leaders under the dual signature of the State Project Coordinator and State Department of Education Guidance Director.

c. Accompanies and introduces State Project Coordinator to individuals likely to accept the panel leadership role.

d. Serves as the executive adviser to the Project Steering Committee.

e. Communicates project information to appropriate state agencies and departments.

f. Serves as credibility review panel monitor to alert the State Project Coordinator of any problems requiring the personal attention of the State Project Coordinator.

2. Panel Leader Responsibilities

    a. Attends in-service training conducted by the State Project Coordinator (if time permits, in-service can be obtained in initial visit).

    b. Obtains members for local credibility review panel.

    c. Establishes meeting dates and informs panel members of the dates.

    d. Prepares suitable agenda.

    e. Provides background information as necessary for each review assignment.

    f. Arranges for first credibility review panel meeting to be conducted by the State Project Coordinator.

    g. Calls meetings requested by the State Project Coordinator.

    h. Reserves meeting places.

    i. Presides at meetings.

    j. Reviews draft materials.

    k. Provides panel summary reports to State Project Coordinator including the individual panel member review forms.

    l. Maintains necessary contacts with panel members.

m. Analyzes panel's assignment in the event that further clarification is sought by panel members.

n. Assists in the acquisition of existing materials or methods that warrant consideration by the project.

4. Panel Member Responsibilities

a. Provides a local level review of methods, and procedures; and other rural considerations to program.

b. Suggests possible revisions in materials reviewed to enhance their usability.

c. Evaluates materials to see if they meet the needs of the rural community.

d. Assists in the acquisition of existing materials or methods that warrant consideration by the project.

e. Submits all review reactions and completed evaluation instruments by specified deadline to the panel leader.

f. Attends all credibility review panel meetings.

V. REVIEW PROCESS AND REVIEW OF MATERIALS

A. Review Process

The procedures to be followed in initiating, conducting, and terminating the review process cycle are described in this section. Except in the case of placement, follow-up and follow-through material, where the Wisconsin Center for Studies will prepare materials, CVE will prepare the materials to be reviewed and forward them to the State Project Director. The State Project Director in turn will arrange for duplicating the materials and mailing them to the credibility review panel members. Each set of materials will be accompanied by an instruction sheet, guidelines for completing the review, and reporting forms. The instruction sheet will specify the date by which the review must be completed. Maintaining the projected schedule is of critical importance to the total project effort.

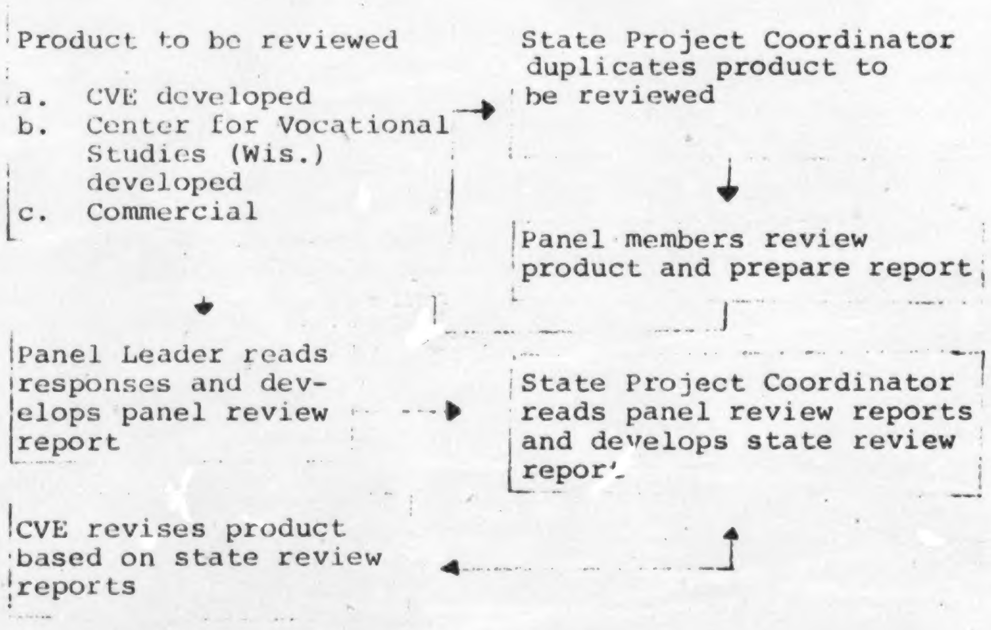
Upon receipt of materials, each panel member including the panel leader, will review the materials and complete the reporting form. It is the responsibility of each panel member to return the reporting form to the panel leader by the specified date. If possible the State Project Coordinator will provide return envelopes to help facilitate this process.

The panel leader will review all of the individual panel member reports and prepare one summary of responses of the entire credibility review panel. This panel review report will then be mailed to the State Project Coordinator and to the panel members. Additionally, all copies of individual review forms should accompany the review report to the State Project Coordinator.

The State Project Coordinator will review and synthesize the four to six panel review reports into one state review report. The state review report will be mailed to CVE and to panel leaders. Suggestions made in this state review report will be incorporated into the revision process. Additionally, the State Project Coordinator will forward to CVE all individual and panel leader review forms from each of the his/her review teams. After the materials are reviewed, CVE will send them to the State Project Coordinator for reaction.

The procedures outlined above will be followed for all materials which are made available to each panel member. A materials flow chart is presented below to summarize the review process.

Materials Flow Chart


Product to be reviewed
a. CVE developed
b. Center for Vocational Studies (Wis.) developed
c. Commercial
State Project Coordinator duplicates product to be reviewed
Panel members review product and prepare report
Panel Leader reads responses and develops panel review report
State Project Coordinator reads panel review reports and develops state review report
CVE revises product based on state review reports

Some of the materials may require a change in the review process, namely materials that cannot be readily duplicated and distributed. In these instances, the State Project Coordinator will request the panel leader to call a meeting of the credibility review panel. For example, it may be necessary for the panel to review audiovisual materials. It is anticipated that approximately two to three panel meetings will be required throughout the duration of the project.

B. Review of Materials

The primary function of the credibility review panel lies in the systematic review of all materials which will become the Comprehensive Career Guidance, Counseling, Placement and Follow-through System for Small Schools, produced by The Center for Vocational Education and The Center for Studies in Vocational and Technical Education. Materials will vary widely in content and technical nature and the attempt to gain valid input from widely divergent points of view creates some unique problems if standard reporting forms are to be utilized in the review process. In order to overcome some of these areas of concern, several important considerations will be incorporated into all Materials Review Report Forms.

1. All items will be constructed to scaled responses which will permit meaningful summarization of the data.
2. Some items will call for a clarification of responses so that evaluators can draw meaningful conclusions from the summarized data.
3. Every Materials Review Report Form will contain a section for panel members to record recommendations for needed changes in the material.

Review panel leaders and members need to understand that the review process will, at times, need to elicit responses from a particular group within the panel if the materials review is to provide meaningful feedback for product revision. This means that certain questions will be asked of students, other questions will be directed toward community representatives, and still others to educational representatives. The panel will be provided with specific guidelines for each set of materials to be reviewed.

The panel will also be asked to react to questions of a general nature which will be included for all materials reviewed. These general considerations are illustrated in the sample evaluation form presented below.

CREDIBILITY REVIEW PANEL
EVALUATION FORM

Your responses will be used for revising the materials submitted as a means of enhancing the material's usefulness to the rural community.

Note: PLEASE RETURN COMPLETED FORM TO YOUR PANEL LEADER BY

____

I. Personal Identification Data

1. Please check (✓) one of the following.

_____ Teacher
_____ Counselor
_____ Principal
_____ Student
_____ Community Representative

II. Product Identification Data

Originator ______________________

Title ____________________________

Author __________________________

III. Initial Reaction Data

1. The product has overall appeal.

*SA_____ A_____ U_____ D_____ SD_____

2. The educational level is most appropriate for:

K-3_____ 4-7_____ 8-10_____ 11-13_____ 14+_____

COMMENTS:

3. If this material were available for purchase at a reasonable cost in its revised form, you would recommend its use in your local school.

SA_____ A_____ U_____ D_____ SD_____

*CODE: SA-strongly agree; A-agree; U-undecided; D-disagree; SD-strongly disagree.

IV. Review Reaction Data

1. The format of the material being reviewed is logical.

SA_____ A_____ U_____ D_____ SD_____

COMMENTS:

2. The material does not reflect race, sex, cultural or socioeconomic bias.

SA_____ A_____ U_____ D_____ SD_____

COMMENTS:

3. The material is suitable to the local rural population.

SA_____ A_____ U_____ D_____ SD_____

COMMENTS:

4. The material is easily understood.

SA_____ A_____ U_____ D_____ SD_____

COMMENTS:

5. The material addresses special population groups within the rural community, i.e., women, gifted, physically or mentally handicapped, etc.

SA_____ A_____ U_____ D_____ SD_____

COMMENTS:

V. Suggestions for Revision

Please write a short summary indicating whether you find the material acceptable as is, or whether improvement is needed.

Thank you for your assistance.

Rural Guidance Project
Credibility Review Panel Member
Personal Data Sheet

Name ____________________ Occupation, title, if any ___________

Mailing Address: Sex: Male ____ Female _____

Street ____

City _________ State __________ Zip ________ Telephone _____________

I will be reviewing the project material from the following perspective. (Check (✓) one.)

Teacher __________________

Counselor ________________

Principal ________________

Student __________________

Lay Citizen ______________

I will be serving as: (Check (✓) one.)

State Department Representative _______________________

Credibility Review Panel Leader _______________________

Credibility Review Panel Member _______________________

Note: Tear out this form after it is prepared, place it in the provided prepaid envelope, and forward it to:

Harry N. Drier
Project Investigator

If for some reason the prepaid envelope is not used, return to the following address:

Harry N. Drier
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

APPENDIX DD

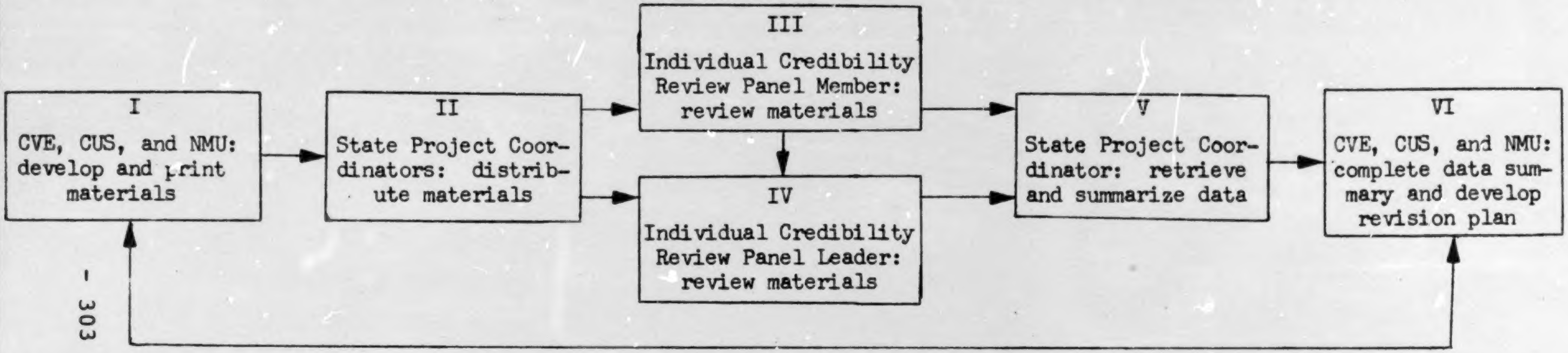
Guidelines for the Dissemination of Prototypic Materials and the Collection of Data for Use in the Revision of the Product

The Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210

1976

FIGURE I

Model: Flow of Materials and Instruments
From One Institution (Person) to Another


I
CVE, CUS, and NMU: develop and print materials
II
State Project Coordinators: distribute materials
III
Individual Credibility Review Panel Member: review materials
IV
Individual Credibility Review Panel Leader: review materials
V
State Project Coordinator: retrieve and summarize data
VI
CVE, CUS, and NMU: complete data summary and develop revision plan

OVERVIEW

An overview of the flow of materials and instruments from one institution (person) to another in the product development process is shown in Figure 1. Each of the boxes in the model represent an important part of this process and as a result are discussed indepth in this paper.

I. CVE, CUS, and NMU: Develop and Print Materials

In addition to implementing the development of each of their products, CVE, CUS, and NMU will be responsible for printing and distributing an ample supply of the following materials to each of the state project coordinators for use with each of the products.

1. Product - to be reviewed
2. Credibility Review Panel Evaluation Form - for members
3. Credibility Review Panel Evaluation Form - for leaders
4. A form letter for use with panel members - the letter provides needed specific instructions and a date for mailing the evaluation form to the state coordinator (a different letter will be written for each state)
5. A form letter for use with panel leaders

II. State Project Coordinators: Distribute Materials

The project coordinators for each state will be responsible for mailing a packet containing the following materials:

1. Product - to be reviewed
2. Credibility Review Panel Evaluation Form - for members
3. A brief letter that provides needed special instructions and a date for returning the form to the state coordinator.

4. An addressed and stamped return envelope to be furnished by the state coordinator for use in returning the evaluation form to him.

The second mailing will take place at the same time as the first mailing. However, it will be to the panel review team leaders. The list of materials to be sent is as follows:

1. Product - to be reviewed
2. Credibility Review Panel Evaluation Form - for leaders
3. A brief letter that provides needed special instructions and a date for returning the form to the state coordinator.
4. An addressed and stamped return envelope - to be furnished by the state project coordinator.
5. Extra packets of the materials that were mailed to each panel leader. These extra packets will be the same as the ones mailed to each of the panel members and will be available for the panel leader to distribute to any panel member as needed to facilitate the review and return of materials.

III. Individual Credibility Review Panel Member: Review Materials

Each panel review member will be requested to do the following:

1. Review the product.
2. Complete the Credibility Review Panel Evaluation Form for the product and mail to the state coordinator on time.
3. Discuss attitudes and feelings toward the product with the panel leader.

IV. Individual Credibility Review Panel Leader: Review Materials

The review panel leader will be asked to do the following tasks with regard to each product.

1. Review the product.
2. Contact each member of the panel and make sure they have received their packet of materials from the state project coordinator. If they have not, he should give them one of the extra packets.
3. Contact each member of the panel after they have completed their review and attempt to obtain further information that might be useful in reviewing the product.
4. Complete the Credibility Review Panel Evaluation Form - for leaders including the section that asks for general reactions for all of the panel members.
5. Mail Credibility Review Panel Evaluation Form and panel reactions to the state project coordinator.

V. State Project Coordinator: Retrieve and Summarize Data

The state project coordinator has the following responsibilities with regard to retrieving and summarizing the data collected via the evaluation forms.

1. Contact the panel review leaders as needed to expedite the return of Credibility Review Panel Evaluation Forms.
2. Assign a unique ID number to each subject that returns an evaluation form (see Appendix A for specific directions, etc.).
3. Review the product and complete a Credibility Review Panel Evaluation Form - for panel members.

The state project coordinator has the following responsibilities with regard to summarizing the numerical data.

1. Make a frequency count of the number of teachers marking each response.
2. Make a frequency count of the number of counselors marking each response.

3. Make a frequency count of the number of principals marking each request
4. Make a frequency count of the number of students marking each response.
5. Make a frequency count of the number of community representatives marking each response.
6. Make a frequency count of the number of "non-identified" representatives marking each response.

NOTE: The state project coordinator may identify himself in whichever category he feels is most **appropriate.**

The state project coordinator has the following responsibilities with regard to summarizing reviewers comments:

1. Place each subjects unique ID number by each of the written comments this person had made in his evaluation form.
2. Xerox all of the pages in each persons evaluation form that has written comments on it.
3. Cut the written comments per subject apart while making sure that the item number and response number (if present) are retained with each of the items.
4. Order the written comments for each item by sub-population classification with A's first, B's second, C's third, D's fourth, E's fifth, and F's sixth. (See Appendix B for examples.)

VI. Complete Data Summary and Develop Revision Plans

The development staff from the appropriate agency (CVE, CVS, NMU) will develop an "overall" summary report for every document reviewed. The development staff will also be responsible to develop a "specific" summary report for each document to be revised. The same form (see Appendix C) will be utilized to generate both the "general" and the "specific" summaries. The development staff will identify the report in the section entitled "type."

The "overall" summary is generated after the product developers have conducted indepth study of the three "state summary reports." This "overall" report allows the developers to systematically identify the general feelings which appear to filter out of the "state summary reports" and also gives the developers the opportunity to authenticate and verify intuitive and professional judgements about the reviewed document. These global feelings and judgements will be stated in terms of "overall" strengths and weaknesses as they relate to the total product.

The "specific" summary is generated for each document which is to be revised. This "specific" summary will reflect an indepth analysis of the "state summary report" where each item in the "state summary report" is identified and the strengths, weaknesses and possible revisions for each item identified.

Revision strategy should then be made based upon the data generated in the "general" and "specific" summary reports.

This procedure will allow verification of the amount of impact the input from the Credibility Review Panels had on the revision of the product. It will also allow verification of the revision process itself.

APPENDIX A

Directions for Developing a Unique I.D. Number for each Person

It is the responsibility of the state project coordinator to place a unique four diget number in the upper right hand corner of each Credibility Review Panel Evaluation Form. An example of that number is given below.

3 A 01
→ Subject I.D. Number
→ Sub-population I.D. Number
→ State I.D. Number

Note: The "3" in this number is a unique state I.D. number.

The "A" identifies the specific sub-population.

The "01" identifies a specific person.

The following numbers will be used with each state:

Michigan is "1"

Ohio is "2"

Wisconsin is "3"

The following numbers will be used with each sub-population:

Teachers are "A"

Counselors are "B"

Principals are "C"

Students are "D"

Community Representatives are "E"

Unidentified are "X"

Note: The information for making this assignment will come from item 1 in the evaluation form.

A unique, sequential, two digit number starting with the digit "1" needs to be assigned to each person within that sub-population that returns their evaluation form. It does not matter in what order these numbers are assigned, nor is it necessary that the same digit be assigned to the same person across products.

The following four digit I.D. number in the right hand corner of the evaluation form tells the reader the following.

3 A 01

This was the first person assigned an I.D. number

This person is a teacher.

This person is in Wisconsin.

APPENDIX B

Mockup of "Credibility Review Panel State Summary Report"

CREDIBILITY REVIEW PANEL
STATE SUMMARY REPORT

(All numerical data to be recorded and reported on this form)

Example on next page

State____________

Product: ______________________________

Section: ______________________________

Item: ______________________________

A. Teacher	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
B, Counselor	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
C. Principal	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
D. Student	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
E. Community Rep.	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
X. No Identification	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
Total	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____

Comments:

Section: ______________________________

Item: ______________________________

A. Teacher	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
B. Counselor	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
C. Principal	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
D. Student	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
E. Community Rep.	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
X. No Identification	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____
Total	**SA**____	**A**____	**U**____	**D**____	**SD**____	**No Response**____

Comments:

CREDIBILITY REVIEW PANEL
STATE SUMMARY REPORT

State WISCONSIN

Product: LIFE ROLE CAREER GUIDANCE PROGRAM MODEL

Section: III INITIAL REACTION DATA

Item: 1. The product has overall appeal

	SA	A	U	D	SD	No Response
Teacher	0	1	0	0	0	0
Counselor	0	3	1	1	0	0
Principal	1	2	0	0	0	1
Student	0	3	1	1	0	0
Community Rep.	2	3	0	1	0	0
No Identification	0	1	3	0	0	0
Total	3	13	5	3	0	1

Comments:
3D02 - D Too much educational jargon.
3B01 - A A good job of tying all these concepts together!

Section: III Initial Reaction Data

Item: 2. THIS material should be made available for purchase at a reasonable cost.

	SA	A	U	D	SD	No Response
Teacher	0	1	0	0	0	0
Counselor	0	1	2	1	0	1
Principal	0	2	1	0	1	0
Student	0	1	2	1	0	1
Community Rep.	0	1	2	1	1	1
No Identification	0	0	3	1	0	0
Total	0	6	10	4	2	3

Comments:
NONE

CREDIBILITY REVIEW PANEL
STATE SUMMARY REPORT

State WISCONSIN

Product: Life Role Career Guidance Program Model

Section: IV General Review Reaction Data

Item: 1. The Format of the material being reviewed is logical

	SA	A	U	D	SD	No Response
A. Teacher	1	0	0	0	0	0
B. Counselor	1	1	2	1	0	0
C. Principal	1	1	0	2	0	0
D. Student	0	1	0	2	1	1
E. Community Rep.	3	2	1	0	0	0
X. No Identification	0	1	2	1	0	0
Total	6	6	5	6	1	1

Comments: 3E 01-4 - I'm confused

Section: IV General Review Reaction Data

Item: 2. The material does not reflect race, sex, cultural or socioeconomic bias.

	SA	A	U	D	SD	No Response
A. Teacher	0	1	0	0	0	0
B. Counselor	0	2	0	2	1	0
C. Principal	0	1	0	2	1	0
D. Student	0	3	1	0	0	0
E. Community Rep.	0	3	2	0	0	1
X. No Identification	0	0	1	2	0	1
Total	0	10	4	6	2	2

Comments:

NONE

CREDIBILITY REVIEW PANEL
STATE SUMMARY REPORT

State Wisconsin

Product: Life Role Career Guidance Program Model

Section: V Substance Review Reaction Data

Item: 1 The rural career guidance system includes all critical planning functions

Teacher	**SA** 0	**A** 1	**U** 0	**D** 0	**SD** 0	**No Response** 0
Counselor	**SA** 0	**A** 3	**U** 1	**D** 1	**SD** 0	**No Response** 0
Principal	**SA** 1	**A** 2	**U** 0	**D** 0	**SD** 0	**No Response** 1
Student	**SA** 0	**A** 3	**U** 1	**D** 1	**SD** 0	**No Response** 0
Community Rep.	**SA** 2	**A** 3	**U** 0	**D** 1	**SD** 0	**No Response** 0
No Identification	**SA** 0	**A** 1	**U** 3	**D** 0	**SD** 0	**No Response** 0
Total	**SA** 3	**A** 13	**U** 5	**D** 3	**SD** 0	**No Response** 1

Comments:

3E04 - D - There are too many fields already

Section: V Substance Review Reaction Data

Item: 2 Are there functions in the system that you consider unnecessary?

Teacher	**SA** 0	**A** 0	**U** 0	**D** 0	**SD** 0	**No Response** 1
Counselor	**SA** 0	**A** 1	**U** 0	**D** 2	**SD** 0	**No Response** 2
Principal	**SA** 0	**A** 1	**U** 0	**D** 2	**SD** 0	**No Response** 0
Student	**SA** 0	**A** 0	**U** 0	**D** 1	**SD** 0	**No Response** 4
Community Rep.	**SA** 0	**A** 1	**U** 2	**D** 3	**SD** 0	**No Response** 0
No Identification	**SA** 0	**A** 0	**U** 0	**D** 1	**SD** 0	**No Response** 3
Total	**SA** 0	**A** 3	**U** 2	**D** 9	**SD** 0	**No Response** 10

Comments:

3A01 - N.R. - I can't respond to this question the way you asked it with the answers.

Item 3 Please write a short summary indicating whether you find the material acceptable as is, or whether improvement is needed.

3AC1 Bridge gap between written material and understanding to be gained from the figures (model.)

3B01 I feel the material is acceptable with addition of involvement activities for community. Perhaps a community survey on attitudes and ideas would be of help before trying to develop community relations.

3B02 The article is very difficult to follow or to stay with the thoughts.

3B05 Improvement and simplification is needed.

3C01 I found the initial explanation and figure 1 difficult to comprehend. - (esp. sentence 2) Content sub-model & figure 35 helped greatly in understanding. Overall too technical to motivate its use.

3D01 I really think this material should be written in the layman's language instead of the college level. Document other than that & the things in numbers 2 part 6 I feel the document was fine.

Item 3

3DC2 I think that improvement is needed in the vocabulary. The set-up of the material was very good I thought.

3D04 I feel the material needs improving language wise. As a high school student it was much too deep. Once explained, very interesting and feel that it will greatly help.

3D05 The product needs easy meanings and more easier words. The graphs need more explaining.

3E01 Overall Material is acceptable. The purpose and idea is good. Be careful not to be carried away with language. Too many figures tend to distract.

Item 3

3E02 Basically yes. some of the wording needs to be changed.

3E05 The material is unacceptable as it is because of the difficulty I had in understanding the terms. I feel most people will not take the time to read something that requires so much analysis.

3E06 The material is acceptable for professional educators.

STATE PROJECT COORDINATOR REPORT OF INFORMAL REACTIONS:

STATE WISCONSIN

PRODUCT A DEVELOPMENTAL LIFE ROLE CAREER GUIDANCE PROGRAM MODEL

Panel Number 1 composition concerns me as the leader has selected a disproportionate number of educators. The responses were generally favorable to the materials. Negative responses were centered around the excessive use of educational terminology. Understandability of sections of the material was also found to be an area of concern voiced by the student members of the panel.

Panel Number 2 leader had difficulty getting materials returned. Panel members were reluctant to talk about the materials. Most indicated they just had not gotten around to it yet. A very poor return.

Panel Number 3 leader indicated by phone that personal contact has been made with four members. All four promised to complete review and mail in two days. Two of the four review forms were returned to be included in the summary.

APPENDIX C

Revisor's Summary Forms

Revisor's Summary Form

Type:____________

Section, Page, Item #, etc.	Reported Strengths	Reported Weaknesses	Possible Revisions, etc.